DOCUMENT RESUME

ED 147 981 95 EA 010 179

AUTHOR Milner, Margaret
TITLE Planning for Accessibility: A Guide to Developing and Implementing Campus Transition Plans.
INSTITUTION Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.; National Center for a Barrier Free Environment, Washington, D.C.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE [77]
CONTRACT 300-77-0325
NOTE 92p.; Not available in paper copy due to small print size ; This manual was prepared as part of the Interassociation Project on Higher Education and the Handicapped (HEATH)
AVAILABLE FROM The Association of Physical Plant Administrators of Universities and Colleges, Suite 250, Eleven Dupont Circle, Washington, D.C. 20036 ($3.00; quantity discounts; $1.00 will be charged for billing each order)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrator Guides; *Architectural Barriers; Blind; Building Design; *College Buildings; Deaf; *Federal Legislation; Guidelines; *Handicapped Students; Higher Education; Physically Handicapped; *Program Development; Questionnaires; School Buildings
IDENTIFIERS *Rehabilitation Act 1973 (Section 504)

ABSTRACT

This manual has been prepared to assist college and university administrators in making their campus facilities accessible to physically handicapped students, faculty, and staff. It gives a step-by-step procedure for developing and implementating campuswide programs required by Section 504 of the Rehabilitation Act of 1973. It explains the Department of Health, Education, and Welfare deadlines and requirements, then describes how to set immediate and long-range goals, develop a transition plan, assign responsibility for the plan, and set a schedule for compliance. The manual includes case histories of four campuses that successfully made their facilities accessible to handicapped persons. Two survey instruments for determining building accessibility are also included. (Author/IRT)

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Planning for Accessibility

A Guide To Developing And Implementing Campus Transition Plans

ED147981

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An AHPA Publication

EA 010 179

Cover photo: Dr. Albert Bush-Brown, Chancellor of Long Island University and Janet Wilkens, who graduated Magna Cum Laude and the valedictorian of the 1973 graduation class. Photo supplied courtesy of the President's Committee on Employment of the Handicanped, Washington, D.C.

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This Publication And Additional Information Available Through
The Association of Physical Plant Administrators
of Universities and Colleges
Suite 250, Eleven Dupont Circle
Washington, D.C. 20036
(202)234-1662

Publication distribution cost: $3.00 To cover postage and handling for 1 - 25 copies
$2.00 Per copy for orders of 25 or more
One dollar will be charged for billing for each order. All costs and charges should be made payable to APPA.

Planning for Accessibility

A Guide To Developing And Implementing Campus Transition Plans

By:
Margaret Milner
Director of Programs
National Center For A
Barrier Free Environment

Published by the Association of Physical Plant Administrators of Universities and Colleges

This publication was prepared under contract number 300770325 with the United States Department of Health, Education and Welfare, Bureau of Education for the Handicapped in conjunction with the inter-association project on Higher Education and the Handicapped through the American Council on Education, One Dupont Circle, Washington, D.C. 20036.

Prepared by:

The Association of Physical Plant Administrators of Universities and Colleges (APPA), Eleven Dupont Circle, Suite 250, Washington, D.C. 20036

In accordance with a subcontract with the National Center for a Barrier Free Environment (NCBFE), 8401 Connecticut Avenue, Washington, D.C. 20015

Foreword

This manual has been prepared to assist college and university administrators in making their campus facilities accessible to physically handicapped students, faculty, and staff. Recognizing the uniqueness of each campus, the guidelines and recommendations for action set forth are presented as starting points for each institution to use in tailoring a program that will respond to its own particular needs.

Preparation of this manual has been conducted under a joint advisory committee of the Association of Physical Plant Administrators of Universities and Colleges (APPA) and the National Center for a Barrier Free Environment, as part of the Interassociation Project on Higher Education and the Handicapped (HEATH). The HEATH project, a cooperative effort of APPA, the National Association of College and University Business Officers, the American Association for Higher Education, the College and University Personnel Association, and the American Council on Education, is funded by the Bureau of Education for the Handicapped, U.S. Department of Health, Education and Welfare. Points of view stated in this manual do not necessarily represent official position or policy of the agency.

A complimentary copy of this publication has been sent to the Chief Executive Officer or President of all institutions of Higher Education recognized by the U.S. Commissioner of Education and to the institutional representatives of the Association of Physical Plant Administrators of Universities and Colleges (APPA). Individual copies are available through APPA upon written request as per the information found on the inside front cover page.

The Joint Advisory Committee wishes to express its appreciation to all those who participated in the development of this publication.

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I Access: Immediate Action and Long-Range Goals

When the Department of Health, Education and Welfare published the regulation for Section 504 of the Rehabilitation Act of 1973, Secretary Joseph A. Califano, Jr., issued a statement noting that the event ushered in "a new era of equality for handicapped individuals in which unfair barriers to self-sufficiency and decent treatment will begin to fall." The regulation, said the Secretary, "will open a new world of equal opportunity for more than 35 million handicapped Americans - the blind, the deaf, persons confined to wheelchairs" and those with other handicaps.

Too often, the barriers to "self-sufficiency" have been the physical obstacles presented by the built environment. In some cases these barriers have been literal - the steps at a building entrance or the doorways too narrow for a wheelchair. In other cases they have been failures of the environment to adapt to those with sensory losses - the lack of adequate warning of physical obstacles to the visually handicapped, or the lack of visual signals for the deaf, for example.

Under the mandate of Section 504, these barriers must now be removed or circumvented. The needs of all disability groups - the mobility limited, the sight and hearing impaired, and others such as those with disabilities that result in loss of coordination - must be considered in developing program accessibility.

In complying with Section 504, campus administrators will find that this new responsibility is also an opportunity - an opportunity to broaden their

campus services by reaching a too-often neglected segment of the population, and an opportunity to enrich the learning atmosphere by bringing onto the campus the new and vital presence of students who have acquired a special depth of experience.

There will be other spillover benefits. As designers working in the field point out, the environment that is usable by handicapped people is an environment that is safer and easier to use for everyone. Accessibility features, in fact, frequently turn out to be convenience features that are welcomed by able-bodied. These features may prove particularly valuable for institutions serving large populations of young people, with the very high probability of having students with temporary disabilities due to accidents in the course of a given year. And, the accessible campus will be able to serve more effectively as a resource for other potential users such as the increasing number of senior citizens participating in continuing education programs.

At the heart of Section 504 is the recognition of the civil rights of the handicapped to enter the mainstream of national life, sharing fully in resources and opportunities on an equal basis with other citizens. The elimination of "unnecessarily separate" services is clearly called for in the implementing regulations.

In design of all new construction, the goal of eliminating all physical obstacles that prevent handicapped people from enjoying full and free use of the environment - the concept generally referred to as "barrier free" - should be the guiding principle. For existing facilities, however, particularly

on older campuses with their generations of inaccessible buildings, realistic appraisals recognize that achieving a barrier-free campus is a long-range goal. Initiating a project to make an entire campus completely accessible to and usable by students with a range of disabilities presupposes a commitment to a comprehensive program funded and executed over an extended time span.

Recognizing the constraints of available funds and time, the complete elimination of barriers will be an ultimate ideal goal for the nation's colleges and universities. The impetus provided by the program accessibility planning now being carried out should encourage the development of the necessary comprehensive plans for full accessibility. Meanwhile, the short-term program that must be developed and implemented to meet the requirements of Section 504 can greatly increase the accessibility and usability of campuses, and can serve as the essential first step in a long-range program.

It is the purpose of this publication to suggest a systematic approach to achieving immediate accessibility for high-priority campus areas. This approach, though based on limited goals, will be consistent with the more comprehensive planning framework that is necessary for realizing a barrier free campus.

A question of definitions

In planning for campus accessibility, a central concern is the need for accommodating a variety of disabilities. Most standards and recommended design criteria now in circulation are based on the needs of four basic conditions: the person in a wheelchair, or on crutches, or the blind person or hearing-impaired person.

An expanded categorization of disabilities may be useful in planning for the wide range of disabilities that could be found on a campus. The conditions which should be considered include:

- o Temporary impairments, encompassing fractures, pregnancy, and convalescence from disease, trauma or operation. It has also been noted that the concept of temporary handicap should be extended to cover those engaged in carrying or moving large or heavy loads.
- o Activity impairments other than mobility, visual or audial impairments. This category is generally descriptive of persons suffering diseases of the heart or lungs, neurological diseases that result in lack of coordination, or forms of arthritis or rheumatism. It also includes extremes of size and weight from dwarfism to obesity.
- o Mobility impairments (semi-ambulatory) which cause difficulty in walking, climbing, bending, or otherwise curtail the mobility of an individual. Persons who use crutches, canes, walkers, braces, artificial limbs or orthopedic shoes are included in this category.
- o Mobility impairments (non-ambulatory) refer to those disabilities which confine an individual to a wheelchair all or part of the time.
- o Manual impairments may be either partial or total loss of manual dexterity in one or both hands.
- o Visual impairments may range from color blindness to dysfunctions such as loss of sight in one eye, cataracts, ophthalmologic diseases, or total loss of vision.

- o Hearing impairments include partial loss of hearing or total deafness.
- o Aging as a process may have effects encompassing many of the disabling conditions identified on this list.

Also in need of definition are a number of words and phrases, ranging from "barrier free" to "reasonable accommodation", that are frequently used in describing attempts to meet the needs of these various disabilities. Most people working in the field agree on these common definitions of the terms generally used:

- o Accessible is used to describe those facilities or parts of facilities which may be entered and used by individuals despite handicapping conditions. Accessibility includes responding to the needs of people with sight or hearing disabilities in addition to those with activity, manual or mobility impairments.
- o Barrier free refers to the complete removal, elimination or avoidance of those elements of the built environment that constitute obstacles preventing handicapped people from enjoying the full and free use of that environment. Characteristics of the built environment that do not meet the needs of sight or hearing impaired individuals are included in the category of "barriers."
- o Readily accessible has been established in the courts as the concept of providing access for handicapped people that is of equal convenience with that provided for non-handicapped users.

- Reasonable accommodation is the adaptation of environments, schedules or requirements to adapt to the known physical or mental limitations of a handicapped applicant or employee. Reasonable accommodation may include making facilities used by employees readily accessible to and usable by handicapped persons, as well as job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.
- Usable describes those aspects of the environment that allow use or operability by individuals with physical or sensory limitations.

In the sections that follow, a number of recommendations are made for ways in which these concepts can be translated into the concrete realities of campus facilities. In most cases, the recommendations represent minimum standards to be considered in developing plans for facility alterations. Institutions are encouraged to go beyond the minimum recommendations in order to develop the most accessible campus possible given the constraints of time and available funds within which they must work.

Accessibility requirements of Section 504

Although many college campuses have been working toward the goal of full accessibility for a number of years, the signing of Section 504 regulations has placed previously voluntary activities into the realm of mandated actions. Among other stipulations imposed by the regulations, the following

requirements are set forth for all recipients of federal funds through HEW programs:

- "All new facilities must be barrier free, i.e., readily accessible to and usable by handicapped individuals.
- Programs or activities in existing facilities must be made accessible to the handicapped within 60 days and, if no other alternatives - such as reassignment of classes on college campuses - will achieve program accessibility, structural changes in the facilities must be made within three years. No exception to the program accessibility requirements will be allowed.
- Employers may not refuse to hire handicapped persons, if reasonable accommodation such as removal of architectural barriers can be made and if the handicap does not impair the ability of the applicant to do the specific job...
- Colleges and universities must make reasonable modifications in academic requirements to assure full educational opportunity for handicapped students.
- Educational institutions and other social service programs must provide auxiliary aids, such as readers for blind and interpreters for the deaf, to insure full participation of handicapped persons.
- All recipients of HEW funds must complete within one year a self-evaluation process to determine which of their policies

and practices need to be changed to assure equal opportunity for handicapped Americans."[1]

- A process of public reporting is specified, beginning with the initial public notification of program accessibility (Section 84.8(a)) by September 2, 1977. The transition plan (Section 84.22(e)) is to be available for public inspection by December 2, 1977, and the self-evaluation report (Section 84.6(c)) is to be prepared by June 2, 1978. Milestones for compliance with these and other requirements of 504 are shown on Figure 1.

Although the regulations do not require structural changes in existing facilities where other methods are effective in achieving program accessibility, it seems evident that institutions will find it necessary to embark on programs of structural changes in order to meet the minimum requirement of scheduling "all required courses and a reasonable selection of elective courses"[2] in accessible facilities. According to HEW's analysis of the final regulations, if sufficient relocation of classes is not possible using existing accessible facilities, enough alterations to ensure program accessibility are required. Further, a college or university may not exclude a handicapped student from any specifically requested course offering because it is not offered in an accessible location.

[1]Statement by Joseph A. Califano, Jr., Secretary of Health, Education and Welfare, Thursday, April 28, 1977, pages 2-4.

[2]Appendix A, Analysis of Final Regulation, Department of Health, Education and Welfare, April, 1977, page 35.

TIMETABLE FOR SECTION 504 COMPLIANCE ACTIVITIES

MILESTONES	COMPLETION DATE 1977											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Regulation Signed by Secretary of HEW				28								
Regulation Published in the Federal Register					4							
Effective Date of Regulation						4						
Return of Assurance Forms [§84.5(a)]							3					
Program Accessibility: Nonstructural Changes [§ 84.22(d)]								1				
Initial Notification of Public [§84.8(a)]									1			
Transition Plans for Existing Facilities [§ 84.22(e)]												1

MILESTONES	1978											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Self-Evaluation of Current Policies and Practices [§84.6(c)]. Retention of Records for 3 years						2						
Free and Appropriate Public Education [§84.33(c)]									1			
Expanded Age Coverage for Elementary and Secondary Education [§84.3(k)(2)(iii)]									1			

MILESTONES	1980											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Program Accessibility: Structural Changes [§ 84.22(d)]						2						
Expanded Age Coverage for Elementary and Secondary Education [§84.3(k)(2)(iii)]									1			

source: Office of Civil Rights, U.S. Department of Health, Education and Welfare

Figure 1.

Institutions must accomplish the necessary structural changes within three years of the effective date of the regulations - by June 3, 1980. HEW comments stress that the three years do not constitute a waiting period; modifications are expected to be carried out expeditiously. Adding outside ramps to buildings, for example, has been identified in HEW's published analysis of the final regulations as a quickly constructed modification that would be expected to be implemented without delay.

The transition plan

Section 84.22(e) under Subpart C, Program Accessibility, of the 504 regulation calls for the steps required to complete these structural changes to be set forth in a transition plan. The participation and assistance of interested persons - including handicapped persons and organizations representing handicapped persons - must be sought in the development of this plan, which is to be prepared and made available for public inspection by December 3, 1977.

At a minimum, the transition plan must:

1) Identify physical obstacles in facilities that limit accessibility;
2) Describe in detail methods that will be used to make facilities accessible;
3) Specify the schedule for taking the steps necessary to achieve full program accessibility, with steps that will be taken during each year of the transition period identified clearly; and
4) Identify the person(s) responsible for implementation of the plan.

An additional stipulation under Program Accessibility, Section 84.22(f), calls for making information on accessible services, activities and facilities available to all interested persons, including those with impaired vision or hearing. Although not a part of the transition plan requirements, the development of such accessibility guides can be a natural extension of the transition planning process.

To assist campuses in complying with these regulations, the Department of Health, Education and Welfare has initiated a series of technical assistance programs. Included in the service will be the development of resource materials, model self-evaluation and grievance procedures, guides for student identification and training resources, and a national "hot line" to provide immediate response to recipient questions on compliance.

The technical assistance programs will be coordinated through the Office of Civil Rights in HEW. Planning is now under way, according to OCR staff members, for programs to assist institutions in long-range planning and implementation to supplement the short-term programs recently announced. For more information on the technical assistance programs, write the Office of Civil Rights, Department of Health, Education and Welfare, HEW North Building, 330 Independence Avenue SW, Washington, D.C. 20201.

II Organizing for Change

Compliance with Section 504 will mean, on many campuses, a searching analysis of institutional policies as well as an assessment of existing facilities and possible means of achieving program accessibility. As a first step toward compliance, each college or university president was required by Section 84.5(a) of the regulations to submit an Assurance Form to the Department of Health, Education and Welfare by July 5, 1977. To comply with the spirit as well as the letter of the law, however, implies more than the mere filing of a required assurance form.

Making a commitment

A campus commitment, publicly announced by the president, can be the initial force for setting in motion the changes required to provide full accessibility for programs and activities. An open letter from the president can be followed up with a series of interpretive articles in the campus newspaper reporting on the development of the plan and the changes that will be effected in policies and facilities. As a part of the public reporting process, feature articles in local newspapers can help to bring the program to the attention of the wider community. Another aspect of this project can be a concerted effort to present information about the program and its goals to campus and community organizations.

Building a Campus Access Team

Organizing a "Campus Access Team" is a particularly useful approach to fulfilling the campus commitment. This team will be the mechanism for developing the program accessibility plan and the transition plan that must follow.

The members of the access team should be carefully selected to assure campus-wide involvement in the program, an element that is requisite to the success of the effort. All facets of the academic community need to share in the commitment to change if the program is to be carried through effectively.

While it is recognized that each institution will present a special case, certain members can be identified as essential to the team. Among those whose participation is important will be:

- Physical plant department: to provide detailed knowledge about facilities and current plant operation schedules and to develop plans for integrating appropriate accessibility modifications into routine maintenance procedures.
- Business or finance office: to ensure that necessary budget commitments are made and to assist with developing additional funding resources where needed.
- Development office: for identification and development of potential funding sources.
- Facilities planning: to coordinate accessibility modifications with current plans and ensure compliance in new facilities.
- Disabled students, personnel, and other qualified resource

people, including representatives of organizations serving the disabled and/or community based handicapped consumer organizations: to bring the consumer viewpoint to the total planning process. The participation of individuals whose handicaps collectively provide a cross-section of disability needs is essential. Those with sight and hearing impairments as well as mobility and activity impairments should be represented.

- Campus safety and security office: to arrange for immediate implementation of items such as parking changes and to serve as an on-site observer to identify problem areas in cross-campus mobility, safety regulations, and related matters.
- Student government: to engage the interest and promote cooperation of the entire student body.
- Academic affairs: to ensure full consideration of academic requirements.
- Registrar and/or Admissions: to assist with details on current anticipated student populations.
- Personnel: to develop necessary support among staff members.
- Public relations: to promote positive public education activities as part of the total project.
- Specialized schools and departments: to contribute expertise in disciplines related to the problem areas. Where rehabilitation and health science is included in an institution's curriculum, for example, representatives of these schools will be productive

team members. Schools of architecture, environmental design, interior design, industrial design, or civil or industrial engineering can also provide representatives whose participation will be particularly valuable in surveying for barriers, developing campus design standards, and designing modifications.

The composition of the access team will vary from campus to campus, but all institutions should consider including representatives from physical plant, academic affairs and facilities planning in order to bridge the gap that sometimes develops between program planning and physical plant administration. In addition, the complexities of funding through operating and capital budgets or from special fund accounts, as well as from outside sources, makes the participation of the business and development offices crucial to the total program.

The campus access team should be established as a continuing group to advise on all aspects of program development and implementation. It is the logical forum for developing institutional policies that will determine the plans for program accessibility. It will also help to provide the necessary continuity between the program accessibility planning phase and the transition plan for structural changes. Further, the campus access team can serve as the instrument for conducting the required self-evaluation - due June 2, 1978 - and for planning and implementing the comprehensive, long-range program that may be indicated by evaluation results.

Another important function of the access team throughout this process will be the responsibility for conducting continuing education activities

for staff, faculty, students and community. The content of public education programs should focus on the rewards that will be realized from the accessible campus, with emphasis on the contributions that handicapped students and staff will make to the institution and through it to society at large.

Establishing goals, objectives and policy guidelines

It is recommended that the campus access team be designated to develop recommended policies. In developing policy guidelines and program goals, the following principles should be considered, with the team establishing the appropriate levels of achievement and steps to be followed in reaching the goals:

- Mainstreaming: The environment should be designed to provide disabled students with the maximum possible freedom to use campus facilities on an equal basis with able-bodied students. This means, among other things, making primary building entrances accessible and developing wheelchair routes that lie within major traffic flow patterns of the institution. The goal of mainstreaming is to avoid special solutions earmarked as "special accommodations" and to provide opportunities for disabled students to have lifestyles similar to those of the non-disabled collegians.
- Readily accessible facilities: This concept may require going beyond strict interpretations of recommended minimum standards such as the American National Standards Institute specifications (ANSI A117.1). According to the size of a given building, for

example, it may be necessary to provide two, three or more accessible entrances in order to avoid forcing disabled students to take circuitous routes between and within buildings.

- Promote independent mobility: Making facilities accessible through such expedients as providing on-call assistance is at best a less-than-satisfactory solution and should not be considered a final response to an access problem.
- Involve handicapped consumers in the needs assessment process: The true needs of handicapped people may best be assessed by the consumers themselves. The involvement of consumers representing sensory as well as a variety of physical impairments will ensure that the needs of all groups are considered.
- Right to risk: Handicapped students, faculty and staff members should enjoy the same freedom to make decisions and assess risks as others in the campus community. As a corollary, institutional rules and regulations on campus behavior should apply equally to able-bodied and disabled.

It is important that consensus on goals be reached by all members of the campus access team in order to assure the full institutional commitment to the program that is essential for its success. As a starting point for carrying out goals based on the foregoing principles, these minimum objectives should be established, to be supplemented and enlarged according to individual campus priorities:

- Making all modifications conform at a minimum to the most

stringent requirements of state and local building codes and the criteria of the ANSI standard, using the current specifications until the revised ANSI becomes available (anticipated in early 1978). Highlights of current standards are presented on Figure 2.

- o First floor accessibility in every building, including classrooms and administrative spaces.
- o Usable work spaces in at least one laboratory of each department.
- o Campus-wide system of curb cuts and ramps.

With goals clearly defined and agreed upon, policy guidelines can be developed. Effective policies will be those that are comprehensive, true to the spirit of the campus commitment, and feasible in terms of financial and administrative capability of the institution. The guidelines should be broad enough for effective coverage, specific enough to ensure a consistent approach campus-wide, and flexible enough to allow for innovative solutions.

The next step can be the critical task of setting priorities for facility modifications.

Setting priorities

The ordering of priorities may vary according to particular campus situations, building uses, curriculum requirements, number of floors in given buildings, and types of building construction. The advice and counsel of disabled students about those items of most importance to the handicapped user will be invaluable at this stage of the program.

2. HIGHLIGHTS OF CURRENT STANDARDS

A. Parking and approaches to building entrance

Parking: Place near building; identify for use by handicapped only. Make level. Minimum width: 12 feet. Clear step free route from reserved space to building entrance.
Walkways: 5 feet minimum width; 1 foot in 20 maximum gradient. Non-slip surface. Curb cuts if road crossing required. No downspouts discharging onto walkway. Change in paving texture to alert visually impaired, especially when there are ramps or curb cuts.
Ramps: 1 foot in 12 maximum slope. Handrail on at least one side 32 inches above ramp surface and to extend 12 inches beyond top and bottom of ramp. Non-slip surface. 6 feet of straight clearance at top and bottom. Level rest platform at 30-foot intervals and at turns.
Entrance: At least one primary entrance barrier free, with access to an elevator. 32 inches clear door opening. Door sill flush with floor. If vestibule, 6 feet 6 inches between doors. Adequate night illumination.
Stairs (Exterior): No protruding nosings. Non-skid surface. Lit for night time use. Handrails 32 inches high, to extend 30 inches horizontally at top and bottom.

B. Movement within building

Stairs: No protruding nosings. 7 inches maximum riser height. Handrails 32 inches above tread at face of riser, extend 12 inches beyond top and bottom parallel to floor. Handrails circular or oval, 1¼ inches to 2 inches thick.
Elevators: Install in all buildings of two or more stories. Minimum cab size: 5 feet deep by 5 feet 6 inches wide. Doors to have safety edge with sensing device. Control panel placed 4 feet from floor. Control buttons to have raised or notched information adjacent to buttons.
Corridors: 5 feet minimum.
Floors: Non-slip surface. Differences of level connected by ramps.

C. Services

Toilets: Stall size 3 feet wide by 5 feet deep (minimum) with an outswinging door providing 32 inches clearance. Toilet, wall mounted. Grab-bars (1½ inches in diameter and 1½ inches from walls) on both walls, 33 inches from floor.
Lavatory: Clearance to bottom of apron 2 feet 6 inches (minimum). Faucet handles easy to operate. Shield hot water line and trap. Mirror and other accessories not over 40 inches above floor.
Urinal: At least one fixture 15 inches above floor.
Water fountains: Upper edge of basin not over 3 feet above floor. Controls and spouts at front. If recessed, recess not less than three feet wide.
Coin phones: Do not place phone in booths. Dial, coin slot and handset placed so that they can be reached from wheelchair. Provide amplification for persons with hearing disabilities.
Controls: Light and other switches placed within reach of persons in wheelchairs.

D. Hazards

Obstructions: Low hanging door closers, signs, ceiling fixtures should be avoided.
Alarms: Visual signal to alert hearing impaired. Audible signal to alert visually impaired.

The preceding standards are geared to four relatively fixed design conditions: the man or woman in a wheelchair, the person on crutches, the blind person, and the hearing impaired person.

source: Guilty Buildings, President's Committee on Employment of the Handicapped

Figure 2.

In general, these items are considered essential for minimum accessibility and are usually prioritized in the following hierarchy:

- o Access to campus and buildings, including reserved parking, other site accommodations for the handicapped user, and entry to buildings through a primary public entrance.
- o Access to primary use facilities such as classrooms, laboratories, libraries, health services and administrative offices. Assessments of immediate needs in terms of curriculum demands and essential services will determine the buildings in which primary use facilities must first be made accessible.

  Institutional policy guidelines will then determine the priority to be given to upper levels of multi-story buildings. Wherever elevators or ramps make access to upper floors possible for wheelchairs, however, those floors should be modified for full accessibility. And, where policy decides against installation of elevators, it is still appropriate to make modifications that will allow students with crutches, braces and other impairments to use the spaces. In planning administrative areas, it may be possible to designate an accessible office or conference room in a given building as common space to be available to all faculty within that building for student consultations.
- o Access to toilet rooms and other convenience and support facilities. In the ideal environment, one toilet stall in each restroom in a building would be accessible. Where constraints of the existing

structure make that impossible, the size and use of the building will have to be taken into account to determine a reasonable accommodation. Water fountains and telephones are also in this category.

Dining facilities, post offices, dormitories and apartments must also be made accessible. In the case of living arrangements, the principle of mainstreaming would suggest that a variety of types and locations should be available to handicapped students.

- o Student union, physical education and extracurricular student life activities. Disabled students will want to claim their rights to equal use of amenities such as swimming pools, bowling alleys, and other indoor and outdoor sports facilities and programs. Adaptive physical education programs should be developed in addition to making sports facilities accessible.

III Program Accessibility and the Transition Plan

Under Subpart C, Program Accessibility, Section 84.22(a), Existing Facilities, recipients are required to make each program or activity, when viewed in its entirety, readily accessible to handicapped persons. The time period for compliance is established in Section 84.22(d) as within sixty days of the effective date - or by August 2, 1977 - except where structural changes in facilities are necessary to achieve program accessibility.

Methods that may be utilized to achieve program accessibility include but are not limited to redesign of equipment, reassignment of classes or other services to accessible buildings, and alteration of existing facilities. Where structural changes are necessary to meet the requirements of Section 84.22(a), a time period of three years is allowed for compliance.

Planning program accessibility

Institutional policies as developed or recommended by the campus access team will provide the basic guidelines for planning program accessibility. In developing these plans, close coordination between academic and physical plant departments will be necessary to assure the selection of efficient and cost-effective solutions.

Academic planners may find it possible, for example, to assign priorities for immediate changes to first and second year curriculum areas if there are no upper-level handicapped students currently enrolled. Follow-up assessments can be made of anticipated demands in order to plan subsequent priorities.

The physical plant administrator should be able, in turn, to identify the facilities that are usable with little or no change or are most amenable to quick-fix solutions. At the same time, the plant administrator's knowledge of codes and stnadards that must be met will rule out adoption of some alternatives that might otherwise be selected because of cost factors or ease of accomplishment.

Program accessibility and the transition plan are closely linked in timing and development. For example, physical obstacles to facility accessibility must be identified as the first requirement of the transition plan. In most cases, a survey will be needed to fulfill this requirement. This survey, however, may be conducted as the initial step toward program accessibility. If the institution does not have current knowledge of its basic campus accessibility, information from the survey will be essential to plans for reassigning classes.

The responsibility for developing the transition plan is a likely carryover for those responsible for planning program accessibility. If the access team has been organized to cut across all facets of the campus community, the exercise of developing program accessibility and the transition plan can have beneficial effects for the total process of institutional planning.

Developing and implementing the transition plan

Step 1 / Identify physical obstacles

The survey of campus facilities to identify barriers may be conducted independently of the development of institutional policies. Separating the two phases may encourage the survey to be a more full and objective appraisal of the existing situation. If this procedure is followed, facilities will be evaluated for conformance with barrier free criteria as set forth in the ANSI Standard, rather than judged against guidelines based on policy decisions that may represent compromises with ideal goals.

In this case, the actual timing of the two phases, policy development and facility survey, is unimportant; they may be carried out simultaneously or sequentially but remain philosophically independent until the survey is completed. At that point, the survey results can be reviewed and analyzed in the context of the institutional policies and implemented by order of priority.

In the total campus access program, there are three areas where the participation of disabled individuals is particularly important. The survey is one of those critical areas; policy development and establishment of priorities are others.

Recruiting individuals representative of a variety of disability types for the survey project can go far toward guaranteeing that adequate consideration is paid to the needs created by all types of handicapping conditions. Having a handicapped person on each survey team helps to ensure that subtle but important factors are not overlooked in assessing the usability of a given

facility. It may also prevent "over-adaptation" by providing a realistic consumer appraisal of actual accessibility requirements.

The survey instrument. An institution may choose to develop its own survey instrument, tailored to the particular characteristics of the campus. In actual practice, however, colleges and universities will be likely to find that the general survey format recommended for public buildings and facilities will serve equally well on campus with minor modifications and additions. Another, perhaps more useful, option would be to adopt one of those already prepared for another campus. Two examples of campus survey forms, a checklist by the State University Construction Fund of New York and an instrument prepared by Abt Associates of Cambridge, Massachusetts, for the Higher Education Accessibility Project, are included as Appendix B to this document. Samples of other survey instruments may be obtained through organizations listed in Appendix C.

For institutions choosing to develop their own surveys, these general recommendations may prove useful:

- Keep the form simple for ease in data collection and analysis.
- Use a format in which negative responses always indicate an inaccessible feature; i.e., avoid phrasing such as "Do wheelchairs travel behind parked cars?"
- Consider accommodations needed by all disability groups.
- Include requirements for special use areas such as dining halls, dormitory rooms, gymnasium and locker room facilities, external

as well as internal spaces and equipment, library and laboratory spaces, and vending machines.

- o Cover existing transportation vehicles and facilities.
- o Provide any special information that surveyors may need to make appropriate judgments on accessibility, i.e., requisite width of parking spaces, door clearances, etc.

In designing the survey, two reference documents will be especially useful. The ANSI A117.1 provides a concise set of minimum specifications, which can be supplemented by the more detailed criteria in Architectural Accessibility for the Disabled of College Campuses, a document developed by the State University Construction Fund of New York and published by the Architectural and Transportation Barriers Compliance Board. Information on sources for these and other resource materials is found in Appendix C.

Conducting the survey. While professional consulting firms can be commissioned to conduct these surveys, a more cost-effective approach would be to use staff members, student workers, or a combination of both. Some campuses have conducted surveys entirely with volunteers from service groups, fraternities and sororities, or consumer organizations.

Other institutions have carried out their surveys as work/study projects for students, the State University of New York at Buffalo survey of mobility needs of blind students providing an example of an operation of this type (see Section IV, Case Histories). Departments of design or rehabilitation education are principal candidates for development of such projects, though

other academic areas such as social work or management programs may also be sources.

Whatever the source of manpower, the survey itself is best conducted by teams of at least two people, one to record and one to measure. Team members need to be prepared for their assignments by training sessions to provide the background knowledge needed for an effective survey.

Organizations experienced in facility surveying indicate that twenty to forty minutes should be allotted for surveying typical commercial buildings. Detailed surveys of larger educational buildings will require more time; Temple University allows four hours per building with a team of two surveyors.

Given the time constraints for the transition plan, the survey may have to be conducted in two phases: an initial mini-survey of facilities designated as high-priority areas essential to accommodate immediate needs, followed by an expanded survey of the entire campus for identification of total accessibility needs, which will be required as part of the self-evaluation due on June 2, 1978.

The separation of the survey project into discrete tasks is recommended by some schools, while others have found that tasks can be combined. Staff members from Gallaudet College in Washington, D.C., suggest that the identification of barriers be isolated as the initial task, with development of recommended solutions and prioritizing of modifications scheduled as two distinct follow-up components of the project.

On the other hand, Philadelphia's Temple University has found their survey process, which combines facility survey, some initial recommendations

for solutions, and priority-setting in a single operation, works well for their system. Survey teams at Temple consist of one disabled student and one architecture student; Gallaudet utilizes physical plant administration staff members for surveying. Detailed descriptions of programs conducted by both institutions are included in Section IV, Case Histories.

In addition to the survey form and pads for note-taking, team members may be equipped with line drawings of floor plans of the buildings being surveyed, on which barriers will be recorded as they are located. Another recommended technique is to photograph barriers wherever they are found in the course of the survey. The marked-up line drawings together with the photographs provide adequate documentation to begin formulation of plans for modifying facilities.

To get the survey under way, an orientation and technical training session should be conducted for all team members. Sources of assistance in developing an effective orientation/training session would include campus and community organizations of disabled people and voluntary or professional service organizations such as rehabilitation agencies. Resource organizations and reference materials are listed in Appendix C.

The orientation session can also provide the occasion for a "kick-off" feature story to acquaint the student body, faculty, staff and community with the project.

Step 2 / Describe in detail methods that will be used

To determine the methods to be employed and to oversee day-to-day implementation of the plan, it is advisable to appoint a technical task

force with the necessary expertise for plan review and construction supervision to monitor compliance with accessibility requirements. The members of this task force will probably be drawn from the physical plant, housing and facilities planning offices.

The task force should develop and work from a written plan that details program phases based on priorities for both new construction and remodelling. This plan would outline the schedules for design and development contract procurement, materials ordering, renovation and construction activities, and inspection of each specific project. As noted under Step 4, this Task Force will work under the direction of the person(s) responsible for overall project management.

As immediate steps in the process of detailing plans to achieve accessibility, these actions can be taken:

- o Review recommended changes to identify those that can be accomplished through routine work orders.
- o Revise routine maintenance procedures as needed to ensure accessibility. New priorities will go to areas such as sidewalk repair, ice and snow removal, and elevator maintenance.
- o Establish safety policies that recognize campus modifications. The addition of ramps and curb cuts, for example, may require changes in bicycle regulations.
- o Set up reserved parking spaces in appropriate locations.

Other essential elements in this phase of the transition plan will be:

- o Developing a basic accessibility design criteria package to ensure

consistent application of a uniform standard on all projects. Resources that can be used in the development of this package are listed in Appendix C.

- Conducting training sessions both for staff members who will be working on the program and for consultants and contractors.
- Requiring architects, design consultants, and other contractors to make contractual agreement that their work will meet the accessibility standards designated. Gallaudet College includes such a clause in all architectural contracts; it is presented in Appendix A to this document.
- Establishing systematic procedures for plan review and supervision of work to monitor compliance with accessibility standards.

An important part of the implementation process will be the securing of funding commitments for the program. Institutional discretionary funds may be available for all or part of the project; some activities may be funded out of normal operating budgets. Other sources of funds would include capital improvements budgets and endowments, although these sources may not be able to provide immediate monies. Funds may also be sought from private sources - local civic organizations, foundations, or alumni groups.

Federal funds may be available but the extent of this potential assistance cannot be estimated at this time. Final decisions on this question are pending the results of further studies to determine the extent of need.

Step 3 / Specify the schedule

Scheduling of the work may be complicated by the varied ways in which it might be carried out. All work may be contracted out, the total program may be handled in-house, or some combination of these may be developed. In general, however, the projects can be scheduled in order of priority to accommodate students currently on campus.

It is worthwhile to consider immediate scheduling for some easily-completed, highly visible projects. The completion of these projects will help to focus public awareness on the larger program being undertaken and will provide a tangible reminder of the institutional commitment as other work requiring longer lead-time is being carried out.

Project scheduling and control will be improved by the use of management techniques such as Gantt charts or network (CPM or PERT) charting. A sample Gantt chart, showing a schedule for the receipt of drawings, is presented by Figure 3.

Step 4 / Identify the person(s) responsible for implementation

A basic factor in successful implementation will be the appointment of an individual or individuals with central authority and responsibility for carrying out the policies developed by the accessibility program. The manager(s) of the program up to this point could logically continue to serve in this capacity, becoming the project coordinator for implementation. The technical task force would then work under the direction of the project coordinator.

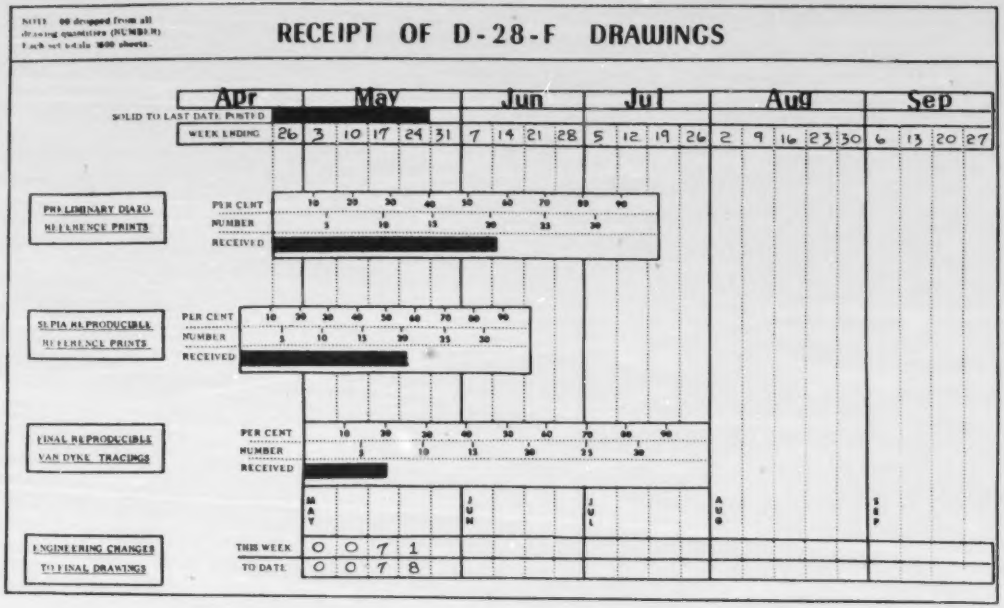

Figure 3 Gantt (Scheduling) Chart

Other responsibilities of the coordinator would be the identification of existing resource groups and individuals that can offer support and assistance in the implementation effort. The campus access team can head up this support network and should continue to participate actively during the implementation process.

The network should also include campus and community voluntary service organizations as well as any campus special services offices, such as veterans affairs, rehabilitation services, or handicapped student services. A most effective group can be a disabled students organization; if one does not exist on campus, formation of such a group should be encouraged. The Office to Promote Independence of Disabled Students at the the University of Georgia in Athens, a student-run group, has prepared step-by-step suggestions in a document called "Campus Advocacy: How to Start an OPIDS" (see Appendix C).

Making the program known

The public reporting of the transition plan as required by 504 regulations can also provide an opportunity for promoting attitudinal change on campus and in the community.

A first step in the public reporting process might be placement of regular and large print, braille and taped versions of the plan on reserve at the reference desk in the library, with a copy also placed in the archives. Campus administrators may also want to file a notarized copy of the plan with the legal department of the campus for possible future audits.

An initial announcement of the completion of the transition plan and its

availability for public review should be followed up with regularly-issued progress reports via all communications channels. Bulletin board notices, posters, and other informal techniques can be utilized to announce and report on the program in addition to radio, television, newspapers and other publications.

By focusing on the benefits to the community at large of bringing the disabled into the mainstream, progress reports on implementation of the transition plan become a vehicle for public education.

Beyond today's campus

While initial efforts by most institutions may be limited to meeting immediate, high-priority needs on campus, it is recommended that two other goals be included in planning: an outreach program to the community, and the long-range objective of developing a fully accessible campus.

The program accessibility and transition plan efforts should, if properly executed, provide a solid foundation for formulating a comprehensive plan for full accessibility. The modifications accomplished during the transition period should constitute the basic building blocks around which further alterations can be organized. With the skeleton of essential items such as a system of curb cuts, major building accessibility, and program accommodations in place, it will be possible to schedule additional work in incremental phases leading toward the final goal.

Public education can and should be a continuing function throughout this process. The campus access team may focus its first educational efforts primarily on faculty and staff of the institution, but contacts with the broader public should be carefully nurtured from the early stages. A

principal objective of public education projects will be the development of accessible facilities within the community, without which the goal of mainstreaming will be seriously compromised. Toward this end, the campus access team should develop strategies to engage community interest and cooperation. These strategies should include, at the minimum, distributing information through local news outlets and providing a speakers bureau to address community groups about the program, its benefits for campus and community, and the need for corresponding accessibility in community facilities in order to complete the environmental complement that is usable by handicapped people.

Communities will find this accessibility increasingly important as the effects of Public Law 94-142, the Education for all Handicapped Children Act, are felt. The mandate to mainstream handicapped children in the public schools will result in a growth in numbers of active handicapped citizens eager to take their places in the community. Campuses that have established a working relationship with the communities in which they are located during the transition plan period will have provided valuable leadership to that community. In a shared effort, town and campus each can provide to the other services and assistance that will be mutually beneficial.

As the number of handicapped children educated in the public schools grows, the population of handicapped college and university students can be expected to expand accordingly. Those campuses that have early established effective accessibility programs will be in a position to serve these students easily and well.

Most important, the character and life of both the institution and the community will be enhanced by an environment that allows full participation on an equal basis for all its users. The accessible environment benefits everyone in convenience and safety, and earns dividends for society by allowing disabled people to realize their social and economic potential as productive members of the community. A campus access program can be a crucial link in the process that will make this goal a reality.

WRIGHT
STATE
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IV Case Histories

Exhibit 1: A Campus Designed for Full Accessibility

WRIGHT STATE UNIVERSITY, Dayton, Ohio

From its formal establishment in 1967, Wright State University has made a concerted effort to extend the opportunities of higher education to physically handicapped students. In 1967 and 1970 the Ohio Bureau of Vocational Rehabilitation cited Wright State as the foremost institution in the state in facilities for the handicapped. In 1974/75, the campus had an enrollment of 450 physically handicapped students with 95 handicapped faculty and staff.

All campus buildings have been constructed with emphasis on architectural accessibility; ramps and railings blend inconspicuously with the overall design of the campus. All buildings have elevator access to every floor and the buildings within each complex are connected by tunnels for safe and easy travel during inclement weather.

Because disabled students vary in the kind and amount of physical activity they can accomplish, the office of Handicapped Student Services offers a variety of services available for those who need them. The costs of most of these services are paid through federal and state grants to the university; some services, such as the bus service, attendant care, and the tape library, are partially supported through a small service charge to the student.

Exhibit 2: An Older University System Meeting New Needs

TEMPLE UNIVERSITY, Philadelphia, Pennsylvania

Temple University, which includes four campuses, responded to the publication of Section 504 regulations by forming a University Task Force on the Handicapped chaired by the vice president for academic administration and including representatives of a number of university departments. Results of the Task Force's efforts over the summer of 1977:

- A survey to identify barriers in the University's buildings was 90% complete by September 6, 1977. Directing the survey are the associate director of Architectural Services and the director of the Office for the Disabled. Each survey team includes one handicapped student - paraplegic, quadraplegic, or variable disability such as multiple sclerosis - and one architectural student. Results of the surveys are reviewed with blind and deaf students for additional consumer input. Following preliminary training, survey teams are assigned to evaluate buildings using the criteria presented in ANSI A117.1, and in addition are asked to recommend potential solutions to problems and offer personal judgements. Disabled students were also asked to prioritize needed changes in each building based on their own experiences. Team members are paid an hourly wage.
- Programs of special assistance for handicapped students were developed, including giving priority in registration to assure the best class locations; provision of elevator keys; recording of textbooks for classes where blind students have preregistered;

and a study on the need for interpreters for persons with hearing impairments.

- Initiation of accessibility projects with the installation of curb cuts on the main campus, executed by the city of Philadelphia at the request of the University; institution of parking stickers and reserved parking spaces for the disabled, with special assistance in getting in and out of cars available by arrangement with the Safety Office; publication of a Main Campus building accessibility map, soon to be produced in braille; acquisition of a donated motorized cart for mobility during conditions of snow and ice, with a campaign under way to acquire additional carts through donations from interested organizations.

The next phase, that of setting priorities for building accessibility, is underway with the appointment of a committee made up of representatives from the Department of Architectural Services, the Office for the Disabled, the Department of Physical Plant, University administration, and two disabled students.

Exhibit 3: Serving a Special Population - the Deaf

GALLAUDET COLLEGE FOR THE DEAF, Washington, D.C.

Chartered in 1864, Gallaudet College is the only accredited liberal arts college for the deaf in the world. Five years ago, Gallaudet organized an architectural barriers committee to work toward making the campus more fully accessible to students with multiple handicaps. Today there are seventy students at Gallaudet with disabilities such as blindness, cerebral palsy,

or paraplegia in addition to hearing impairments. As well as developing and refining special accommodations for the deaf, such as strobe light warning and message systems and acoustic conditioning, the campus has added ramps and curb cuts, widened doorways, modified residence halls and public restrooms for accessibility, and recently installed the first electrically operated wheelchair lifts in a public building in the District of Columbia.

When the college began planning three new facilities and the renovation of two existing buildings in early 1976, they initiated a special planning process that involved staff, faculty, students, designers and contractors in a cooperative effort to develop barrier free buildings.

A Facilities Planning Team made up of the Dean of the Liberal Arts College, the Dean of Student Affairs, the chairpersons of three steering committees (one for each of the three new buildings, committee members being faculty, staff and students), and representatives from the President's Office, the Planning Office and the Physical Plant Department, was responsible for overall coordination of all the planning activities.

Additional student involvement activities were carried out, including appointment of student planning representatives in each dormitory who conducted meetings with residents of each hall; distribution of a student questionnaire to solicit comments; extensive publicity through posters, the campus newspaper, notices on bulletin boards, and posting of building plans and environmental audits for existing building uses and space relationships.

Equally important was an Orientation to Deafness day held for the architects, engineers, and campus members involved in the planning process.

The day-long workshop acquainted participants with deafness and exposed them to its implications for building design.

The payoff of this process has been the increased accessibility of the campus to all its students, with a special emphasis on the subtle requirements of the deaf-blind and other multiple handicapped deaf students.

Exhibit 4: Serving a Special Population - the Blind

STATE UNIVERSITY OF NEW YORK AT BUFFALO

In June, 1976, a group of faculty and students from the School of Architecture and Environmental Design, in cooperation with the Office of Placement and Career Guidance - Services to the Handicapped, initiated a project to meet the mobility needs of blind students in the university. The project was carried out under the direction of a faculty coordinator with two graduate students providing leadership in researching the social, academic, administrative and physical environment. Additional students from the school joined the team as research and development aides. Participating students were offered the opportunity to register for a four-credit-hour Independent Study program based on sixty hours of project work and a final paper. An important component of the project team was the group of blind students who were paid team members.

All members of the team held extensive awareness sessions at the outset in which the blind students offered evaluations and recommendations for project plans and discussed various aspects of their university experiences.

The project gathered detailed information on the three university campuses, their physical characteristics, transportation services, and the

blind students' responses to the existing conditions. Particularly useful were walk-around tours of the campuses by teams of two researchers and one blind student.

Another part of the project was the development of a profile of the SUNYAB blind population together with subjective information about the students' university experiences. Structured interviews were conducted to pinpoint potential physical, social, academic and administrative barriers.

Recommendations from the project included a set of design criteria for construction or rehabilitation of the physical environment with consideration for visually handicapped users, and suggestions for developing support services for the visually handicapped in the university setting.

A number of mobility aids were also recommended for implementation. Today the School of Architecture and Environmental Design is continuing its work in this area. Designs have been submitted for prototypes of crosswalks, bus stop identification, and tactual building signage including directories and warning signals. In addition, tactual models of the campuses have been built for use in orientation programs for blind students. Also developed through this effort was a booklet of thermoform maps of the campus.

For more information on the projects conducted on each of these campuses, write to:

WRIGHT STATE UNIVERSITY
Department of Physical Plant
or
Handicapped Student Services
Dayton, Ohio 45401

TEMPLE UNIVERSITY
Architectural Services
or
Office for the Disabled
Philadelphia, Pennsylvania 19122

GALLAUDET COLLEGE FOR THE DEAF
Physical Plant Department
or
Student Special Services
Washington, D.C. 20002

STATE UNIVERSITY OF NEW YORK
AT BUFFALO
School of Architecture and
Environmental Design
Buffalo, New York 14214

Appendix A - Sample Documents

1. University System Policy Statement
   University of California Systemwide
   Administration

2. Contract clause requiring accessibility
   Gallaudet College

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO — SANTA BARBARA · SANTA CRUZ

Office of the President

AFFIRMATIVE ACTION UNIT

BERKELEY, CALIFORNIA 94720

July 25, 1977

JUL 27 1977

CHANCELLORS
LABORATORY DIRECTORS
VICE PRESIDENT--AGRICULTURE AND UNIVERSITY SERVICES

Dear Colleagues:

On June 20, 1977 you were provided a draft of the University of California Policy Applying to Nondiscrimination on the Basis of Handicap and draft interim guidelines relating to the new Federal regulations implementing Section 504 of the Rehabilitation Act of 1973, which became effective on June 3, 1977. The final policy and interim guidelines, which I am sending to you today, incorporate most of the suggestions we received from your staffs for amendments to the documents and some additional material that was added following the Systemwide meetings held with your representatives on July 14 and 15.

I ask that the University's Policy Statement and the Interim University Guidelines be widely disseminated and that someone from your staff be appointed to assume the major responsibility for coordinating compliance with both documents. I also ask that any questions you or your staffs may have regarding the Educational Programs and Activities section of the guidelines be directed to either Special Assistant Brugger or to Senior Administrative Analyst Passovoy; that questions relating to the Program Accessibility (Facilities) section be addressed to Assistant Vice President Saunders; and that questions concerning the Employment Practices section and questions of a general nature be directed to either Vice President Kleingartner or Assistant Vice President Strong.

Sincerely,

David S. Saxon
President

cc: Members, President's Administrative Council
Assistant Vice President Saunders
Assistant Vice President Strong
Special Assistant Brugger
Senior Administrative Analyst Passovoy
Principal Officers of The Regents

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INTERNAL CORRESPONDENCE

Office of the President
July 20, 1977

UNIVERSITY OF CALIFORNIA POLICY
APPLYING TO NONDISCRIMINATION ON THE
BASIS OF HANDICAP

I. STATEMENT OF POLICY

The University of California does not discriminate on the basis of handicap, against any qualified handicapped persons, by excluding them from participation in, denying them the benefits of, or otherwise subjecting them to discrimination under any University program or activity.

II. RESPONSIBILITIES OF THE SYSTEMWIDE ADMINISTRATION

Responsibility and authority for the coordination of the University's efforts to comply with and carry out its responsibilities under Section 504 of the Federal Rehabilitation Act of 1973, the implementing Federal regulations, and the Interim University Guidelines Applying to Nondiscrimination on the Basis of Handicap is delegated to Archie Kleingartner, Vice President--Academic and Staff Personnel Relations. He shall coordinate Systemwide Administration activities in carrying out the following responsibilities:

1. Reviewing on a continuing basis all University policies and practices to ensure equitable treatment of qualified handicapped persons.

2. Disseminating to the general University community notifications regarding the University's policy and its commitment to nondiscrimination on the basis of handicap.

3. Reviewing Campus, Laboratory, Systemwide Administration, and Cooperative Extension self-evaluations, pursuant to Section V of the Interim University Guidelines Applying to Nondiscrimination on the Basis of Handicap.

4. Providing assistance and additional guidance, as necessary, to aid the Campuses, the Laboratories, the Systemwide Administration, and Cooperative Extension in complying with the Federal regulations and this policy.

5. Monitoring Campus, Laboratory, Systemwide Administration, and Cooperative Extension compliance with the Federal regulations and this policy.

6. Requesting data, reports, and analyses, as needed, from the Campuses, Laboratories, Systemwide Administration, and Cooperative Extension concerning compliance activities, in order to meet Federal, State, Regental, and Presidential review needs.

III RESPONSIBILITIES OF THE CHANCELLORS, LABORATORY DIRECTORS, THE PRESIDENT, AND THE VICE PRESIDENT--AGRICULTURE AND UNIVERSITY SERVICES

Chancellors, Laboratory Directors, the President, and the Vice President—Agriculture and University Services shall be responsible for the administration and implementation of the overall efforts of each of their respective activities in complying with the Federal regulations, as set forth in the attached Interim University Guidelines, and this policy. These responsibilities include:

A. Issuing implementing procedures to the Interim University Guidelines that also shall incorporate the material in Section I of this policy.

B. Adopting and implementing procedures to ensure that interested persons, including persons with impaired vision or hearing, can obtain information on the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

C. Assigning authority and responsibility for the coordination of efforts to comply with the Federal regulations and this policy, pursuant to Section VI of the Interim Guidelines, to a coordinator or coordinators.

D. Disseminating notifications regarding the University's policy and commitment to nondiscrimination on the basis of handicap. (See Section VIII of the Interim University Guidelines for guidelines relating to publication requirements.)

E. Conducting a self-evaluation as required by the Federal regulations, according to Section V of the Interim University Guidelines, and reviewing and approving all efforts which may have been taken in compliance with the Federal regulations and this policy. (See Schedule A for a discussion of the self-evaluation process.)

F. Assuring that all programs and activities are accessible to qualified handicapped persons by August 2, 1977, unless structural changes to facilities are necessary. (See Section XI of the Interim University Guidelines for guidelines relating to accessibility.)

G. Assuring that a transition plan for structural changes is completed no later than December 3, 1977, pursuant to Section XI of the Interim University Guidelines.

H. Assuring that structural modifications are completed as soon as possible, and in no event later than June 3, 1980. (See Section XI of the Interim University Guidelines for guidelines relating to structural modifications.)

I. Providing assistance and additional guidance, as necessary, to aid units in complying with the Federal regulations and this policy.

J. Monitoring within the Campus, Laboratory, Systemwide Administration, and Cooperative Extension, compliance with the Federal regulations and this policy.

K. Providing data, reports, and analyses to Vice President Kleingartner, as needed, in order to meet Federal, State, Regental, and Presidential review needs.

L. Maintaining on file for public inspection or for provision to the Department of Health, Education, and Welfare (Office of Civil Rights), the Campus, Laboratory, Systemwide Administration, or Cooperative Extension self-evaluations. Such records must be maintained for three years following the date of their completion.

M. Requesting, as necessary, from the Systemwide Administration, answers to questions regarding interpretations of this policy and the Interim University Guidelines.

Except where otherwise noted, for the purposes of determining compliance with the Federal regulations and this policy, each Campus, each Laboratory, the Systemwide Administration, and Cooperative Extension will be considered separate units.

ARTICLE 11

DESIGN FOR THE PHYSICALLY HANDICAPPED

A. In connection with the preparation of plans and specifications for construction to be undertaken by the College under this Agreement, the Architect agrees to incorporate in said facilities such of the specifications in "Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped," approved by the American Standards Association Incorporated, as feasible and applicable, and to comply with PL 90-480 and to comply with the regulations for implementing Section 504 of the Rehabilitation Act of 1973, as amended and the Architect in his transmittal of the Construction Documents to the Owner shall state in writing that in its judgment the Construction Documents are in such compliance.

Appendix B - Survey Instruments

1. Facility Architectural Accessibility Profile Report
   State University Construction Fund of New York

2. Accessibility of Buildings
   Higher Education Accessibility Project
   Abt Associates Inc., Cambridge, Massachusetts

State University Construction Fund: State of New York

FACILITY ARCHITECTURAL ACCESSIBILITY PROFILE REPORT

CAMPUS _____ CAMPUS NUMBER _____

BUILDING _____ BUILDING ABBREVIATION _____

DATE OF REPORT _____ BY _____

GENERAL INFORMATION [ ] *NUMBER OF FLOORS IN FACILITY (INCLUDING BASEMENTS, SUB-BASEMENTS)*

N	S	E	W	
[ ]	[ ]	[ ]	[ ]	*NUMBER AND LOCATION OF ENTRANCES WHICH PERMIT ACCESS (M - MAIN ENTRANCE T - TUNNEL B - BRIDGE)*
[ ]	[ ]	[ ]	[ ]	*NON ACCESSIBLE ENTRANCES WITH LEAST NUMBER OF STEPS (NUMBER OF STEPS & LOCATION)*
[ ]	[ ]	[ ]	[ ]	*FLOOR LEVEL OF ENTRANCES*
[ ]	[ ]	[ ]	[ ]	*NOTE - IF DOUBLE LEAF - CLEAR OPENING OF ONE LEAF SHOULD BE RECORDED*

(IN INCHES TO NEAREST INCH)

[ ] N/A (1 Floor Only)

[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] THE LEVELS (FLOOR NUMBERS) THAT ARE NOT ACCESSIBLE

[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] FLOOR NUMBERS WHERE FLOOR IS NOT LEVEL THROUGHOUT

NA: INFORMATION NOT AVAILABLE FROM DRAWINGS AND SPECS

ROOMS NOT ACCESSIBLE (FLOOR/RM)

_____

PROFILE INSTRUCTIONS

This profile form was created to be of assistance during the design phase of building, although it can be used during or after construction. To use it most effectively, both the drawings and specifications for the facility should be readily available. If you are not familiar with the building; thoroughly examine the contract documents to get an overview before starting.

If you follow the procedure listed below, the form can be efficiently filled out.

1. After familiarizing yourself with the building check the "door schedule". Under the **DOOR** section on profile form, list all doors which do not meet the 32" clear opening requirement. Next, check threshold types and list all those which do not meet the requirements. Using the specifications, check door hardware and again list those not meeting criteria *(It will probably be necessary to check manufacturers literature under this cateogry).*

2. Review the floor plans and check the door designation for each room in the building. List, under **"Rooms Not Accessible"**, all rooms which do not permit access. Also indicate information under **"Accessible" and "Non Accessible" Entrances** under **General Information.**

3. Check both the drawings and specifications for elevator information and fill out the blanks in the **Elevator** section indicating:

OK	Meets criteria
NO	Does not meet criteria
NA	Information not available from Drawings and Specifications
NP	Not programmed for this building

(Additional information and notes can be put in to the right of the "Criteria Statement". These codes should be used where applicable for other categories on the form).

4. Using the information previously filled in; next fill out the **"Levels Not Accessible"** and **"Floors Not Level Throughout"**.

5. Referring to the Specifications and Drawings, check the criteria listed under **"Restrooms"** and choose the restrooms which come the closest to meeting these requirements. Fill in the information requested. Under **"General Comments"** list additional restrooms and their locations.

6. Referring to the Specifications and Drawings fill in the rest of the forms where appropriate.

ELEVATORS

TYPE OF ELEVATORS (Passenger-Freight)	FLOORS SERVED (OB: Basement, 01: 1st, 02: 2nd etc.)

Minimum ANSI 61, NYS 72, SUCF 74 Requirements

_____	Size	4'-3" x 5'-8" interior cab size MIN (2,000 lbs. capacity)
_____	Doors	Clear opening of 32" minimum
_____	Maximum control	48" above floor (ANSI and SUCF 76)
_____	Handrails	3 sides (2 sides minimum)
_____	Signals at Landing	both audible and visual
_____	Space in front of elevator	4' x 5' space unobstructed area
_____	Door Safety	safety shoe plus photo electric eyes or other sensing device

Additional Basic Criteria (SUCF 76)

_____	Emergency controls	grouped at bottom
_____	Door opening duration	see SUCF 76
_____	Signals	audible signals should ring once for up and twice for down
_____	Leveling	+ or – 1/2"
_____	Floor identification	3" high raised letter at 5' above the floor on both inside jambs /high contrast
_____	Button identification	placed to left of button / raised lettering / high contrast /min. ½" high letters
_____	Button type	flush or protruding
_____	Emergency telephone	If provided, located within 30" to 48" height above floor

STAIRS

Minimum ANSI 61, NYS 72, SUCF 74 Requirements

_____	Riser height	Recommended maximum 7" – 7½"
_____	Handrails	32" above tread (measured vertically from nosing)
_____		one handrail extending 18" beyond ends of stairs
_____	Landings	contrasting in color from stairs
_____	Nosing	no projecting nosing (ANSI 61)

Additional Basic Criteria (SUCF 76)

_____	Identification	handrails at landings (recommended) should have plate with floor ID attached
_____	Nosing marking	non carpeted stair; entire length of each nosing high contrast/non skid
_____		carpeted top and bottom tread high contrast
_____		20 ft. candles

DOORS *On standard side hung doors the clear opening is usually 2" less than actual door width. On balanced doors refer to manufacturers specs.*

[ ] (To nearest inch) **STANDARD DOOR CLEARANCE**

[ ] (Y or N) **90% OF DOORS MEET ABOVE**

Minimum ANSI 61, NYS 72, SUCF 74 Requirements

_____ Threshold	No higher than 3/4" beveled or flush with floor [½" SUCF 76]
_____ Kickplates	12" high kickplate recommended for high wheel chair traffic
_____ Handles	easily gripped (lever / push plate / panic bar)
_____	42" above floor level (panic bar 36" above floor)
_____ Dangerous Areas	knurled handles
_____ View panels	all swinging doors (recommended 3' above floor)
_____ Opening pressure	not exceed 8 lbs.
_____ Depth between two doors	minimum 6' 6" [7'6" SUCF 76]
_____ Min. clear opening	32" preferably 34" [34" SUCF 76]
_____ Doorway matting	recessed if it exceeds ½" above floor level [SUCF 76]
_____ Floor area	level for a distance of 5' from door in direction of door swing extend 1' beyond each side of door (ANSI) [3' beyond latch side of door SUCF 76]

DOOR TYPES NOT MEETING ABOVE CRITERIA

DOOR TYPE NUMBER FROM DOOR SCHEDULE	EXTERIOR OR INTERIOR	REASON

RESTROOMS

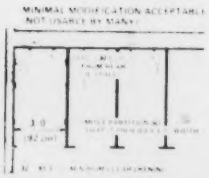
At least one public facility (male and female) in new construction shall meet larger stall requirements and be located on main entrance floor level or as close to this floor as possible. Each floor having facilities above and below this level shall meet at least the requirements for a 3' wide stall plus other rest room requirements below.

(Fill in information on most accessible restrooms in building, preferably those on or closest to main level)

MALE	FLOOR	(N S E W)	(Near. Inch)	(Near. Inch)	(Y or N)
FEMALE	FLOOR NUMBER	LOCATION	ENTR CLEAR	STALL ENTR CLEAR	GRAB BARS

Male	Female	*Minimum ANSI 61, NYS 72, SUCF 74 Requirements*	
_____	_____	Depth of stalls	5' 6" minimum (3' wide stall) "A"
_____	_____		5' 0" minimum (5' to 6' wide stall) "B"
_____	_____		
_____	_____	Height of toilet seat	17½" to 20" pref. 18"
_____	_____	Grab bars	on both sides of toilet 32" above floor horizontal minimum 4' 0"
_____	_____		1½" O.D.
_____	_____		1½" from wall
_____	_____	Turning space	5' x 5' in front of toilet stall
_____	_____	Lavatory	faucet handles (easily operated no self closing faucets)
_____	_____		knee clearance (height above floor minimum 27½" pref. 29") (Note: old NYS and SUCF of 26" is not accep.)
_____	_____		hot water lines and drains protected
_____	_____	Mirror	bottom edge not more than 36" above floor or tilted [30" SUCF 76]
_____	_____	Paper towels, sanitary napkins, etc.	maximum 40" above floor level
_____		Urinals	floor mounted or wall mounted not greater than 19" above the floor pref. 15" [SUCF 76]
_____	_____	Passage into restroom	vanity partition do not interfere with wheelchair accessibility [pg. 49 SUCF 76]

A



B

WATER FOUNTAINS [If Provided]

LOCATION (FLOOR AND NSEW)	NUMBER OF ACCESSIBLE FOUNTAINS

	Minimum ANSI 62, NYS 72, SUCF 74 Requirements		COMMENTS
_____	Controls	up front/blade type handles or push buttons	
_____		mounted both sides [SUCF 76]	
_____	Spouts	up front	
_____	Height above floor	spout 31" to 33" above floor	
_____	Recessed areas	minimum of 3' wide pref. 5' wide	
_____	Depth of fountain	minimum projection of 8" to 12" from rear wall	

PUBLIC TELEPHONES [If Provided]

LOCATION (FLOOR AND NSEW)	NUMBER OF ACCESSIBLE TELEPHONES

	Minimum ANSI 61, NYS 72, SUCF 74 Requirements		COMMENTS
_____	Dial height	44" above floor	
_____	Number	at least one public phone where provided shall be accessible	
_____	Enclosure	3 sided carrell or wall mounted	
_____	Identification	one phone in bank of phones should be identified as having equipment for those with hearing disabilities	
_____	Cord length	3'	

SIGNAGE

	Minimum ANSI 61, NYS 72, SUCF 74 Requirements		COMMENTS
_____	Room identification	raised letters or numerals	
_____	Placement	adjacent to handle side of door on wall 5' above floor level	
_____	Dangerous zones	hardware should be knurled at doors leading to dangerous areas	

WARNING SIGNALS AND HAZARDS

	Minimum ANSI 61, NYS 72, SUCF 74 Requirements	COMMENTS
_____ Type of communication	both audible and visual in all cases (ANSI) [SUCF 76]	
_____ Hazards	openings or open manhole coverings in existing pedistrian paths – warning devices (ANSI 61)	
_____ Obstructions protruding into paths of travel	signs, lights, door closers, no lower than 7' above floor level (ANSI 61)	

CONTROLS

	Minimum ANSI 61, NYS 72, SUCF 74 Requirements	COMMENTS
_____ Height	maximum of 48" above the floor (switches / thermostats / firealarms)	

INTERIOR FLOOR TREATMENT

		COMMENTS
_____ Surface	non-slip, firm even	
_____ Carpeting	[see page 75 SUCF 76]	

SPACE CRITERIA

SPACE TYPE	LOCATION (FLOOR NO.)	TOTAL NUMBER OF STATIONS	NUMBER OF STATIONS FOR DISABLED (pg. 107 and 109)	LOCATION IN SPACE	ACCESSIBLE FROM WHAT FLOOR LEVEL

ASSEMBLY AND LECTURE STATIONS FOR DISABLED (If Provided)

_____ Width	36" min.
_____ Length	4'-4" min.
_____ Space	level
_____ Counters or Desks	knee clearance 32" width
_____	27½" knee clearance min. height
_____	counter height 30"

LAB STATIONS (If Provided)

_____ counter top	30" max.
_____ Controls	18" from front of counter
_____ Knee clearance	32" width
_____	27½" height
_____ Miscroscope shelf	pull out 18" above floor

CAFETERIAS (If Provided) [SUCF 76]

_____	Entrance	no turnstiles/or alternate method of entering
_____	Food lines	tray slide no higher than 34"
_____		tray slide 36" in width
_____	Dining area	tables available with minimum 27½" clearance height
_____		32" wide clearance
_____	Table spacing	[see page 72 SUCF 76]

LAUNDRY FACILITIES (If Provided)

_____	Washer/Dryer	front loading or top loading with platform
_____	Controls	on top or front/within 18" of front

POSTAL SERVICES (If Provided)

_____	Box height	those assigned to handicapped located within 28" to 42" above floor
_____	Mail drop slot height	range between 20" to 48"

SPECIALIZED FACILITIES

GYMNASIUM FACILITIES

_____	Locker rooms	accessible routing to all facilities
_____		area set aside for wheelchair use (benches removed)
_____		clothes bars in locker not to exceed 56"
_____		padded dressing table available [SUCF 76 page 103]
_____	Showers	per requirements [page 105 SUCF 76]
_____	Swimming pool	hoyer lift or ramp to pool
_____	All spectator areas	spaces provided for accessible stations

HEALTH SERVICE

	Waiting areas	within reasonable proximity
_____		accessible restrooms
_____		accessible phones
_____		area for wheelchairs to wait without being in pedestrian circulation
_____	Examination rooms and Doctor's offices	Are these spaces accessible (list those which are not)
_____	Beds	at least one bed which lowers to 20"
_____		controls for this bed within easy reach of patient
_____	Call devices	simple to operate (pressure-pad)
_____	Turning space	minimum 6' x 6'
_____	Bathrooms	minimum one shower stall and toilet per sex for inpatient care

LIBRARY

_____	Stack aisle	should be 36"
_____	carrels	knee clearance 27½" Height
_____		32" width
_____		4'-4" from counter edge to nearest back obstruction
_____	Index and reference table	knee clearance 27½" height
_____		32" width
_____	Entrance and exits	alternate means if turnstiles or gates are used for security reasons

RAMPS

RAMP	LOCATION	INTERIOR/ EXTERIOR	SLOPE	MEETING DOORS	LEVEL AREAS	HANDRAILS	SURFACE	CURB	WEATHER PROTECTION

Minimum ANSI 61, NYS 72, SUCF 74 Requirements

Width	minimum 36" (48" SUCF 76)
Slope	equal to or less than 1 in 12 (pref. 1:16)
Handrails	32" above ramp surface on both sides extend 12" beyond ends of ramps (if this doesn't create hazard)
Surface	non-slip
Meeting door	level area 5' x 5' if door swings out and 1' beyond handle side of door of level area (ANSI) [4' from facility SUCF 74]
	OR level area 3' x 5' if door swings away from ramp and 1' of level area beyond handle side of door (ANSI) [4' from facility SUCF 74]
	level area 6' x 6' if door swings either way/level area to extend 3' beyond handle side of door [SUCF 76]
Level areas	6' of straight level run at ends of ramp (ANSI) [SUCF 76]
	4' level platforms every 30' horizontal feet of ramp [SUCF 76:6' level platforms]

Additional Criteria (SUCF 76)

Weather protection	recommended: overhead covering or heating elements to remove snow
Curb	4" high curb on both sides of ramp

PARKING LOTS

Minimum ANSI 61, NYS 72, SUCF 74 Requirements

_____	Location (NSEW of Facility Served)	
_____		spaces within 200' of facility served/each space accessible to accessible path to facility (see criteria below)
_____		spaces located so that individual in wheelchair does not have to wheel behind parked cars
_____		curb cut if not on same level as path
_____		wheelchair transfer area on same level as car
_____	Size	13' wide space or 4' wide wheelchair transfer area between standard spaces or van parking, parallel to sidewalk: sidewalk minimum 8' wide
_____	Signage	signage identifying space and accessible parking lots

Additional Basic Criteria (SUCF 76)

_____	Night	area well lighted at night

PATHS

Minimum ANSI 61, NYS 72, SUCF 74, Requirements

_____	Construction	firm and not slippery when wet
_____		minimum 4' (ANSI) [6' SUCF 76]
_____		slope no greater than 5%
_____		no abrupt changes in level or interruption by steps
_____	Meeting doors	see ramps for criteria
_____	Intersection	intersections blended by ramps

GENERAL COMMENTS

HIGHER EDUCATION ACCESSIBILITY PROJECT

Abt Associates Inc. Cambridge, Massachusetts

In order to describe the degree of accessibility to disabled students of the buildings on campus, we need to know some characteristics of *each building regularly used by students*. A separate form of the appropriate type should be completed for each building. There are three types of form:

A. Classroom or Laboratory Buildings

B. Student Residences

C. Other Buildings or Facilities (any other building used by students not included in the above two categories)

You should complete an Other Buildings or Facilities form for all classroom or residence buildings that *also* house library or dining facilities, in addition to the primary form. In this case, information duplicated on the second form need not be completed a second time.

One copy of each of the three types of accessibility survey forms has been bound into this booklet. Additional copies have been provided for your use. If further copies are needed, you may duplicate the forms provided.

To assist you in completing this accessibility survey, some instructions for a "wheel through" of a building have been developed and are included along with the extra accessibility forms.

If the college has a large number of buildings, time or resource constraints may prohibit surveying all buildings. In this case, be sure to include those buildings most frequently used by students. For example, in the case of residential facilities, priority should be given to major dormitories and any facilities with special features for disabled students.

In the event that the college has recently conducted an accessibility survey of its own, it may not be necessary to repeat the survey. Information collected in another survey may be entered on the forms supplied or a copy of the previous survey results (e.g., a listing of accessible buildings) may be sent in place of the completed forms. When using data collected in this way, be sure the information is up-to-date or that any changes in facilities which have occurred since the earlier survey are indicated.

Please complete the following questions:

1. Number of forms completed:
   _____ Classroom or Laboratory Buildings
   _____ Student Residences
   _____ Other Buildings or Facilities

2. Source of accessibility data:
   [ ] Survey conducted with enclosed forms
   [ ] Data from previous survey entered on enclosed forms. [If so, give date of earlier survey: _____]
   [ ] Copy of previous accessibility survey report attached

3. Persons or organizations participating in accessibility survey: _____

HIGHER EDUCATION ACCESSIBILITY PROJECT

Abt Associates Inc. Cambridge, Massachusetts

A. CLASSROOM OR LABORATORY BUILDINGS

FOR EACH CLASSROOM OR LABORATORY BUILDING, PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Name of Building _____

2. Major types of classes taught in building. *(Check all that apply.)*
   - [ ] Agriculture (plant science, animal science, farm management, forestry, etc.)
   - [ ] Architecture
   - [ ] Business (accounting, marketing, etc.)
   - [ ] Computer science (including computer facilities)
   - [ ] Economics
   - [ ] Education (elementary, secondary, special education, etc.)
   - [ ] Engineering (chemical, mechanical, civil, etc.)
   - [ ] English (literature, journalism, etc.)
   - [ ] Fine and performing arts (art, music, drama, etc.)
   - [ ] Foreign languages/linguistics
   - [ ] Health sciences (nursing, physical therapy, etc.)
   - [ ] History
   - [ ] Law
   - [ ] Mathematics and physical sciences (chemistry, physics, statistics, etc.)
   - [ ] Medicine/ dentistry
   - [ ] Philosophy (religion, classics, etc.)
   - [ ] Psychology
   - [ ] Sociology (anthropology, archeology, etc.)
   - [ ] Speech (pathology, therapy, etc.)
   - [ ] Other (specify): _____

3. Location of Building
   - [ ] Main campus
   - [ ] Location other than main campus

4. Number of classrooms/laboratories in this building: _____

If this building contains any dining or library facilities, be sure to also complete a Part C (Other Buildings and Facilities) sheet for the building, following the instructions to Part C.

5. Which of the following accessibility features are generally available in this building?

SEE INSTRUCTIONS FOR DEFINITIONS OF TERMS USED IN THE FOLLOWING ACCESSIBILITY QUESTIONS.

a. **Entrance**

Please indicate the characteristics of the *most accessible* entrance into the building (i.e., the *widest* entrance with the *fewest* steps and *most easily opened* door).

1. Width minimum of 36"?
   [ ] Yes [ ] No

2. Entry level ground-level or ramp?
   [ ] Yes [ ] No
   (If no, how many steps?____)

3. Door readily opened independently by a person in a wheelchair or on crutches? (Consider force required to push or pull door open; direction of opening; placement of door handles; presence or absence of an electric eye; and presence or absence of double doors.)
   [ ] Yes [ ] No

4. Entrance type *(Primary entrance* is one normally used by students to enter the buildings; *secondary entrance* is one not normally used as an entry by students e.g., kitchen entrance, delivery entrance but can be used by disabled students.)
   [ ] Primary [ ] Secondary

b. Approach to building

1. Parking spaces 12' or wider (1½ car widths) reserved for handicapped students?
   [ ] Yes [ ] No

2. Curb cut or ramp to sidewalk near entrance described in "a" above?
   [ ] Yes [ ] No

3. If yes, is it textured (e.g., does it have a rough or gravelled strip) to warn blind persons of the intersection?
   [ ] Yes [ ] No

c. Internal level changes

1. Building type?
   [ ] Single story [ ] Multistory
   If single story, skip to Part d, Toilets.

2. If multistory, does building have elevators?
   [ ] Yes [ ] No

3. If building has elevators, please indicate the characteristics of the *most accessible* elevator (i.e., *fewest* steps to get to the elevator, *widest* elevator door and elevator cab size).

   a. Elevator serves all floors of the building used by students?
      [ ] Yes [ ] No

   b. Disabled students permitted to use elevator? (Includes elevators which all students may use and those to which disabled students are issued keys.)
      [ ] Yes [ ] No

   c. Must another person be contacted prior to *each* use of elevator (e.g., to secure a key unlocking the elevator, etc.)?
      [ ] Yes [ ] No

   d. Elevator door width at least 32"?
      [ ] Yes [ ] No

   e. Elevator cab size at least 5'0 by 5'0"?
      [ ] Yes [ ] No

   f. Elevator control buttons inside and call buttons outside at wheelchair level, no more than 48" from floor?
      [ ] Yes [ ] No

   g. Raised, recessed, or braille numbers and letters in elevator cab?
      [ ] Yes [ ] No

   h. Raised, recessed, or braille numbers and letters indicating the floor on door facing?
      [ ] Yes [ ] No

   i. Elevator primary use:
      [ ] Passenger [ ] Freight

d. Toilets

Please indicate the characteristics of the *most accessible* bathroom(s) in the building (i.e., with the *widest* entrance door and the *widest* toilet stall).

1. Entry door to bathroom at least 32" wide?
   [ ] Yes [ ] No

2. Door to toilet stall at least 32" wide and outswinging?
   [ ] Yes [ ] No

3. Toilet seat [illegible]" to 20" above floor?
   [ ] Yes [ ] No

4. Grab bars or handrails in stalls?
   [ ] Yes [ ] No

5. Sufficient clear space (at least 32") on one side of toilet for wheelchair?
   [ ] Yes [ ] No

6. Clear space below a sink for person in wheelchair (29½" above floor level)?

[ ] Yes [ ] No

7. Check each of the following which is accessible from a wheelchair (maximum 40" above floor level):

[ ] Soap dispenser

[ ] Towels

[ ] Mirror

[ ] Sink faucets

8. Single lever control sink faucets?

[ ] Yes [ ] No

9. Number of male and female bathrooms in building *which conform to description given above*:

_____ male bathrooms

_____ female bathrooms

_____ bathrooms serving both sexes

e. Interior

Please indicate which of the following features are contained in the building.

1. Fire alarms which are reachable from a wheelchair? (No more than 48" from floor)

[ ] Yes [ ] No

2. Fire alarms with both audible and visible signals?

[ ] Yes [ ] No

3. Doors with knurled or textured handles to warn the blind of danger areas?

[ ] Yes [ ] No [ ] No hazardous areas

f. Accessibility features for classroom or laboratory buildings

Please indicate the number of classrooms, lecture halls and laboratories in the building which have the following features:

1. Level space for wheelchairs in optimum viewing area of class _____

2. Moveable desks and chairs in classrooms _____

3. Moveable work stations (e.g., laboratory tables), or if there are fixed work stations, a minimum clear width of 3 feet between aisles _____

g. Please specify below any additional modifications, adaptations or characteristics of this building which *facilitate* its use by disabled students (e.g., water fountains or pay telephones at wheelchair level, etc.).

_____

_____

_____

_____

_____

h. Please specify below any additional characteristics of this building which *hinder* its use by disabled students (e.g., steps to enter rooms, heavy doors, narrow corridors, narrow doors, shag or thick carpeting, etc.).

_____

_____

_____

_____

_____

B. UNIVERSITY STUDENT RESIDENCES

FOR EACH UNIVERSITY STUDENT RESIDENCE (E.G., DORMITORY, HOUSE, COLLEGE-OWNED, SUPPORTED OR OPERATED APARTMENTS, SORORITIES OR FRATERNITIES) PLEASE ANSWER THE FOLLOWING

1. Name of University Student Residence

   _____

2. Type of residence
   - [ ] Dormitory
   - [ ] Cottage or small house
   - [ ] Apartment building
   - [ ] Other (specify)

3. Sex of students in residence
   - [ ] Male only
   - [ ] Female only
   - [ ] Coed

4. Types of students in residence
   - [ ] Undergraduate students only
   - [ ] Graduate students only
   - [ ] Both undergraduate and graduate students

5. Number of student residence rooms in building:
   _____ rooms

If this building contains any dining or library facilities, be sure to complete a Part C (Other Buildings and Facilities) sheet for the building, following the instructions to Part C.

6. Which of the following accessibility features are available in this residence?

SEE INSTRUCTIONS FOR DEFINITIONS OF TERMS USED IN THE FOLLOWING ACCESSIBILITY QUESTIONS.

a. **Entrance**

Please indicate the characteristics of the *most accessible* entrance into the building (i.e., the *widest* entrance with the *fewest* steps and *most easily opened* door).

1. Width minimum of 36"?
   [ ] Yes [ ] No

2. Entry level ground-level or ramp?
   [ ] Yes [ ] No
   (If no, how many steps?_____)

3. Door readily opened independently by a person in a wheelchair or on crutches? (Consider force required to push or pull door open; direction of opening; placement of door handles; presence or absence of an electric eye; and presence or absence of double doors.)
   [ ] Yes [ ] No

4. Entrance type (*Primary entrance* is one normally used by students to enter the buildings; *secondary entrance* is one not normally used as an entry by students e.g., kitchen entrance, delivery entrance – but can be used by disabled students.)
   [ ] Primary [ ] Secondary

b. **Approach to building**

1. Parking spaces 12' or wider (1½ car widths) reserved for handicapped students?
   [ ] Yes [ ] No

2. Curb cut or ramp to sidewalk near entrance described in "a" above?
   [ ] Yes [ ] No

3. If yes, is it textured (e.g., does it have a rough or gravelled strip) to warn blind persons of the intersection?

[ ] Yes [ ] No

c. Internal level changes

1. Building type?

[ ] Single story [ ] Multistory

If single story, skip to Part d, Toilets.

2. If multistory, does building have elevators?

[ ] Yes [ ] No

3. If building has elevators, please indicate the characteristics of the *most accessible* elevator (i.e., *fewest* steps to get to the elevator, *widest* elevator door and elevator cab size).

a. Elevator serves all floors of the building used by students?

[ ] Yes [ ] No

b. Disabled students permitted to use elevator? (Includes elevators which all students may use and those to which disabled students are issued keys.)

[ ] Yes [ ] No

c. Must another person be contacted prior to *each* use of elevator (e.g., to secure a key unlocking the elevator, etc.)?

[ ] Yes [ ] No

d. Elevator door width at least 32"?

[ ] Yes [ ] No

e. Elevator cab size at least 5'0 by 5'0"?

[ ] Yes [ ] No

f. Elevator control buttons inside and call buttons outside at wheelchair level, no more than 48" from floor?

[ ] Yes [ ] No

g. Raised, recessed, or braille numbers and letters in elevator cab?

[ ] Yes [ ] No

h. Raised, recessed, or braille numbers and letters indicating the floor on door facing?

[ ] Yes [ ] No

i. Elevator primary use:

[ ] Passenger [ ] Freight

d. Toilets

Please indicate the characteristics of the *most accessible* bathroom(s) in the building (i.e., with the *widest* entrance door and the *widest* toilet stall).

1. Entry door to bathroom at least 32" wide?

[ ] Yes [ ] No

2. Door to toilet stall at least 32" wide and outswinging?

[ ] Yes [ ] No

3. Toilet seat 18" to 20" above floor?

[ ] Yes [ ] No

4. Grab bars or handrails in stalls?

[ ] Yes [ ] No

5. Sufficient clear space (at least 32") on one side of toilet for wheelchair?

[ ] Yes [ ] No

6. Clear space below a sink for person in wheelchair (29½" above floor level)?

[ ] Yes [ ] No

7. Check each of the following which is accessible from a wheelchair (maximum 40" above floor level):

   [ ] Soap dispenser
   [ ] Towels
   [ ] Mirror
   [ ] Sink faucets

8. Single lever control sink faucets?
   [ ] Yes [ ] No

9. Shower stall minimum 3' by 4'?
   [ ] Yes [ ] No

10. Sloped or level access into shower stall?
    [ ] Yes [ ] No

11. Grab bars and handrails on sides of shower stall?
    [ ] Yes [ ] No

12. Non-slip surface on floor of shower stall?
    [ ] Yes [ ] No

13. Water controls placed 40" or less above the shower floor?
    [ ] Yes [ ] No

14. Number of male and female bathrooms in building *which conform to description given above*:

    _____ male bathrooms
    _____ female bathrooms
    _____ bathrooms serving both sexes

e. Interior

Please indicate which of the following features are contained in the building.

1. Fire alarms which are reachable from a wheelchair? (No more than 48" from floor)
   [ ] Yes [ ] No

2. Fire alarms with both audible and visible signals?
   [ ] Yes [ ] No

3. Doors with knurled or textured handles to warn the blind of danger areas?
   [ ] Yes [ ] No [ ] No hazardous areas

f. Accessibility features for student residences

Please indicate the number of rooms with the following features:

1. Doors minimum 32" wide _____

2. Windows easily operable by persons in wheelchairs (e.g., crank type windows) and unobstructed. _____
   [If windows do not open, answer N/A]

3. Room plans which permit furniture placement so that there is no less than 4'3" between major elements _____

4. Light switches located on plate positioned 36" to 40" above the floor _____

5. Other special accessibility features (specify)

   _____

   _____ _____

g. Please specify below any additional modifications, adaptations or characteristics of this building which *facilitate* its use by disabled students (e.g., water fountains or pay telephones at wheelchair level, etc.).

_____

_____

_____

_____

h. Please specify below any additional characteristics of this building which *hinder* its use by disabled students (e.g., steps to enter rooms, heavy doors, narrow corridors, narrow doors, shag or thick carpeting, etc.).

_____

_____

_____

_____

_____

C. OTHER BUILDINGS AND FACILITIES

FOR EACH OTHER BUILDING OR FACILITY, PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Name of building

_____

2. Use of building or facility (Check all that apply)
   - [ ] Classroom/laboratory
   - [ ] Student residence
   - [ ] Library
   - [ ] Dining (cafeteria, coffee shop)
   - [ ] Administration
   - [ ] Recreational/Gymnasium
   - [ ] Bookstore
   - [ ] Industrial or shop
   - [ ] Arts and crafts facility/museum
   - [ ] Dramatic arts/movie theater, etc.
   - [ ] Religious
   - [ ] Hospital/Medical
   - [ ] Other (specify):

IF THIS BUILDING IS ALSO A CLASSROOM OR STUDENT RESIDENCE BUILDING AND IF YOU HAVE COMPLETED THE ACCESSIBILITY QUESTIONS FOR THAT BUILDING, SKIP TO QUESTION 4.

3. Which of the following accessibility features are generally available in this building?

SEE INSTRUCTIONS FOR DEFINITIONS OF TERMS USED IN THE FOLLOWING ACCESSIBILITY QUESTIONS.

a. **Entrance**

Please indicate the characteristics of the *most accessible* entrance into the building (i.e., the *widest* entrance with the *fewest* steps and *most easily opened* door).

1. Width minimum of 36"?
   [ ] Yes [ ] No

2. Entry level ground-level or ramp?
   [ ] Yes [ ] No
   (If no, how many steps?_____)

3. Door readily opened independently by a person in a wheelchair or on crutches? (Consider force required to push or pull door open; direction of opening; placement of door handles; presence or absence of an electric eye; and presence or absence of double doors.)
   [ ] Yes [ ] No

4. Entrance type (*Primary entrance* is one normally used by students to enter the buildings; *secondary entrance* is one not normally used as an entry by students – e.g., kitchen entrance, delivery entrance – but can be used by disabled students.)
   [ ] Primary [ ] Secondary

b. **Approach to building**

1. Parking spaces 12' or wider (1½ car widths) reserved for handicapped students?
   [ ] Yes [ ] No

2. Curb cut or ramp to sidewalk near entrance described in "a" above?
   [ ] Yes [ ] No

3. If yes, is it textured (e.g., does it have a rough or gravelled strip) to warn blind persons of the intersection?
   [ ] Yes [ ] No

c. **Internal level changes**

1. Building type?
   [ ] Single story [ ] Multistory
   If single story, skip to Part d, Toilets.

2. If multistory, does building have elevators?
   [ ] Yes [ ] No

3. If building has elevators, please indicate the characteristics of the *most accessible* elevator (i.e., *fewest* steps to get to the elevator, *widest* elevator door and elevator cab size).

a. Elevator serves all floors of the building used by students?

[ ] Yes [ ] No

b. Disabled students permitted to use elevator? (Includes elevators which all students may use and those to which disabled students are issued keys.)

[ ] Yes [ ] No

c. Must another person be contacted prior to *each* use of elevator (e.g., to secure a key unlocking the elevator, etc.)?

[ ] Yes [ ] No

d. Elevator door width at least 32"?

[ ] Yes [ ] No

e. Elevator cab size at least 5'0 by 5'0"?

[ ] Yes [ ] No

f. Elevator control buttons inside and call buttons outside at wheelchair level, no more than 48" from floor?

[ ] Yes [ ] No

g. Raised, recessed, or braille numbers and letters in elevator cab?

[ ] Yes [ ] No

h. Raised, recessed, or braille numbers and letters indicating the floor on door facing?

[ ] Yes [ ] No

i. Elevator primary use:

[ ] Passenger [ ] Freight

d. Toilets

Please indicate the characteristics of the *most accessible* bathroom(s) in the building (i.e., with the *widest* entrance door and the *widest* toilet stall).

1. Entry door to bathroom at least 32" wide?

[ ] Yes [ ] No

2. Door to toilet stall at least 32" wide and outswinging?

[ ] Yes [ ] No

3. Toilet seat 18" to 20" above floor?

[ ] Yes [ ] No

4. Grab bars or handrails in stalls?

[ ] Yes [ ] No

5. Sufficient clear space (at least 32") on one side of toilet for wheelchair?

[ ] Yes [ ] No

6. Clear space below a sink for person in wheelchair (29½" above floor level)?

[ ] Yes [ ] No

7. Check each of the following which is accessible from a wheelchair (maximum 40" above floor level).

[ ] Soap dispenser

[ ] Towels

[ ] Mirror

[ ] Sink faucets

8. Single lever control sink faucets?

[ ] Yes [ ] No

9. Number of male and female bathrooms in building *which conform to description given above*:

_____ male bathrooms

_____ female bathrooms

_____ bathrooms serving both sexes

e. **Interior**

Please indicate which of the following features are contained in the building.

1. Fire alarms which are reachable from a wheelchair? (No more than 48" from floor)

   [ ] Yes [ ] No

2. Fire alarms with both audible and visible signals?

   [ ] Yes [ ] No

3. Doors with knurled or textured handles to warn the blind of danger areas?

   [ ] Yes [ ] No [ ] No hazardous areas

4. If there are any recreational facilities in this building, please complete the following. (If there are no recreational facilities in this building, skip to Question 5)

   A. Type(s) of recreational facility available in building (check all that apply):

      [ ] Gymnasium
      [ ] Auditorium
      [ ] Swimming pool
      [ ] Student union
      [ ] Stadium or field house
      [ ] Other (specify):

      _____

   B. **Accessibility features for recreational facilities**

      1. Does the building have spectator spaces which can be used by persons in wheelchairs (i.e., a clear, flat area)?

         [ ] Yes [ ] No [ ] Not appropriate

         Specify number of spaces available:

         _____

      2. Describe any special recreational equipment or facilities for disabled students. Include swimming pool lifts, level access to pool, etc.

         _____
         _____
         _____
         _____
         _____
         _____
         _____

5. If there are library facilities in this building, please complete the following. (If there are no library facilities in this building, skip to Question 6)

   A. Type of library:

      [ ] Main library for all students
      [ ] Main library for graduate students only
      [ ] Main library for undergraduate students only
      [ ] Departmental library (specify department) _____
      [ ] Other type of special library facility (specify type) _____

   B. **Accessibility features for libraries**

      Please indicate which of the following features are in the library:

      1. Aisles between stacks minimum width of 4'?

         [ ] Yes [ ] No

      2. Tables or study carrels with a clear minimum of 30" from floor to underside of work area?

         [ ] Yes [ ] No

3. All card catalogs at a level usable by person in wheelchair?
   [ ] Yes [ ] No

4. Carrels with talking book machines, tape recorders, etc.?
   [ ] Yes [ ] No

6. If there are any dining facilities in this building, please complete the following. (If there are no dining facilities in this building, skip to Question 7)

A. Name of dining facility

_____

B. Accessibility features for dining areas

Please indicate which of the following accessibility features or barriers exist in the dining area.

1. Tables with a clear minimum of 30" from floor to underside of table?
   [ ] Yes [ ] No

2. Width between tables minimum of 5'6" or tables moveable?
   [ ] Yes [ ] No

3. Tray slide rails no higher than 3'4"?
   [ ] Yes [ ] No

4. Aisles in cafeteria line minimum of 36" wide?
   [ ] Yes [ ] No

5. Menus printed daily or weekly in braille or large type?
   [ ] Yes [ ] No

6. Turnstyles or other obstacles to enter/leave food line?
   [ ] Yes [ ] No

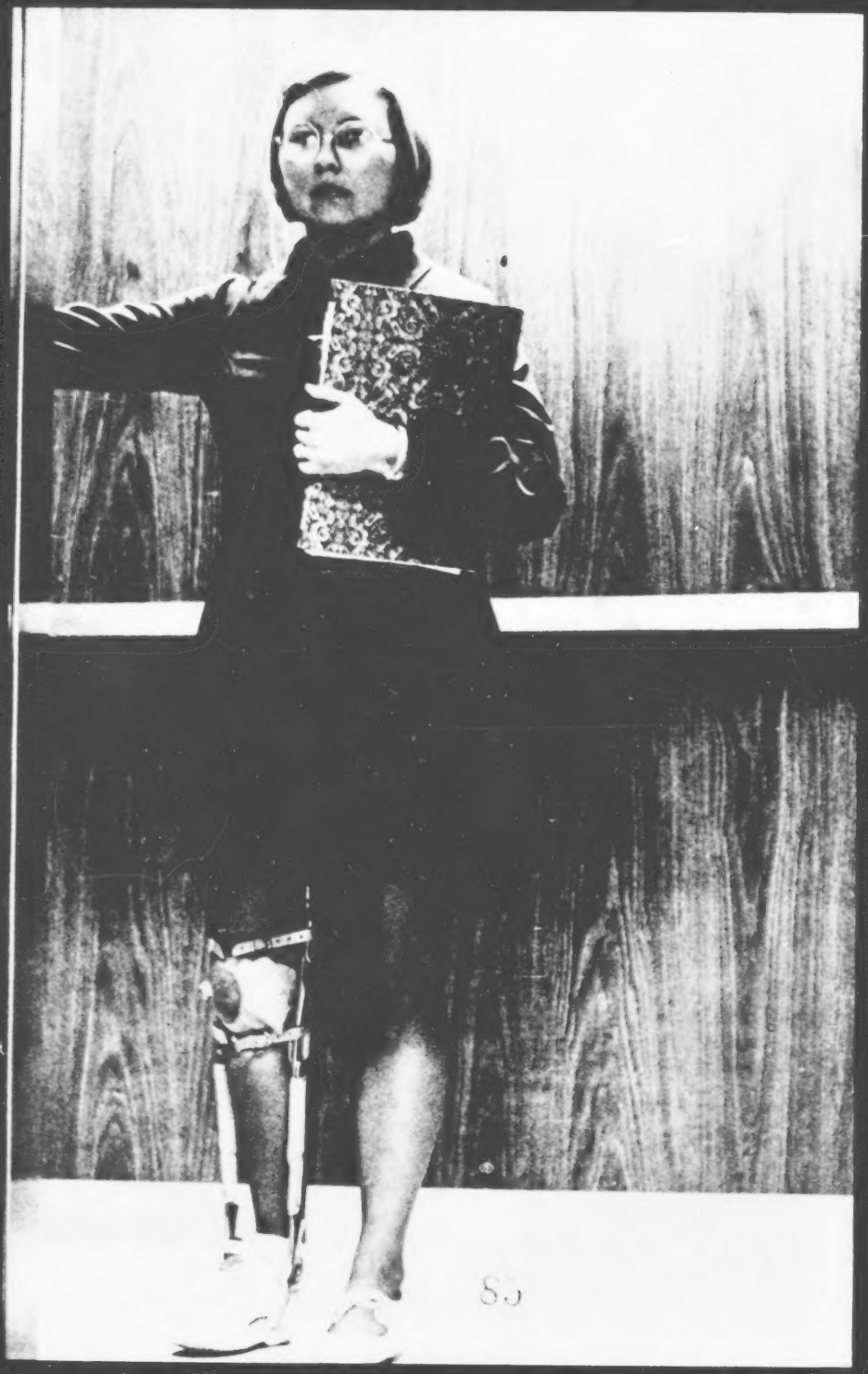
7. Check each of the following *if less than* 40" from the floor (reachable from a wheelchair):
   [ ] Silverware
   [ ] Food display cases
   [ ] Drink dispensers

7. Please specify below any additional modifications, adaptations or characteristics of this building which *facilitate* its use by disabled students (e.g., water fountains or pay telephones at wheelchair level, etc.).

_____
_____
_____
_____
_____
_____
_____

8. Please specify below any additional characteristics of this building which *hinder* its use by disabled students (e.g., steps to enter rooms, heavy doors, narrow corridors, narrow doors, shag or thick carpeting, etc.).

_____
_____
_____
_____
_____
_____
_____



Appendix C - Resources

1. Publications and Sources
2. Organizations

1. PUBLICATIONS AND SOURCES

ACCESS FOR ALL: AN ILLUSTRATED HANDBOOK OF BARRIER FREE DESIGN FOR OHIO. Available from Ohio Governor's Committee on Employment of the Handicapped, 4656 Heaton Road, Columbus, Ohio 43229 ($2.75)

ACCESSIBILITY MODIFICATIONS, Ronald L. Mace AIA. Available from North Carolina Department of Insurance, Special Office for the Handicapped, P.O. Box 26387, Raleigh, N.C. 27611 ($2.00)

ARCHITECTURAL ACCESSIBILITY FOR THE DISABLED OF COLLEGE CAMPUSES, Stephen R. Cotler RA and Alfred H. DeGraff. Available from State University Construction Fund, 194 Washington Avenue, Albany, N.Y. 12210 (single copy free)

AMERICAN NATIONAL STANDARDS INSTITUTE (ANSI) A117.1 "Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped." Available from American National Standards Institute, 1430 Broadway, New York, N.Y. 10018 ($2.75)

PROPOSED REVISIONS TO ANSI A117.1, Edward Steinfeld, PhD. Available from Research Office, Syracuse University School of Architecture, 118 Clarendon Street, Syracuse, N.Y. 13210 ($12.00)

BARRIER FREE SITE DESIGN, American Society of Landscape Architects Foundation. Available from U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 023-000-0029104) ($2.30)

CAMPUS ADVOCACY: HOW TO START AN OPIDS. Available from the Office to Promote Independence of Disabled Students, Activities Center, Memorial Hall, University of Georgia, Athens, Georgia 30602 (single copy free)

ILLUSTRATED HANDBOOK OF HANDICAPPED SECTION OF NORTH CAROLINA STATE BUILDING CODE, Ronald L. Mace AIA. Available from North Carolina Department of Insurance, Special Office for the Handicapped, P.O. Box 26387, Raleigh, N.C. 27611 ($2.00)

INTO THE MAINSTREAM: A SYLLABUS FOR A BARRIER FREE ENVIRONMENT, by Stephen A. Kliment AIA. Available from U.S. Government Printing Office, Washington, D.C. 20402 ($1.30)

2. ORGANIZATIONS

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
Information and Research Utilization Center
Physical Education and Recreation for the Handicapped
1201 Sixteenth Street NW
Washington, DC 20036
(information clearinghouse on physical education and recreation)

AMERICAN COALITION OF CITIZENS WITH DISABILITIES
1346 Connecticut Avenue NW, Room 817
Washington, D.C. 20036
(chapters in states)

AMERICAN FOUNDATION FOR THE BLIND
15 West 16th Street
New York, New York 10011
(clearinghouse of information on blindness, services and appliances)

AMERICAN INSTITUTE OF ARCHITECTS
1735 New York Avenue NW
Washington, D.C. 20006
(state societies and local components, many with barrier free design committees)

AMERICAN SOCIETY OF INTERIOR DESIGNERS
730 Fifth Avenue
New York, New York 10019
(local chapters)

COUNCIL OF ORGANIZATIONS SERVING THE DEAF
P.O. Box 894
Columbia, Maryland 21044
(clearinghouse of information on deafness)

DISABLED AMERICAN VETERANS
3725 Alexandria Pike
Cold Spring, Kentucky 41076

NATIONAL ASSOCIATION OF THE PHYSICALLY HANDICAPPED
76 Elm Street
London, Ohio 43140
(local chapters)

NATIONAL CONGRESS OF ORGANIZATIONS OF THE PHYSICALLY HANDICAPPED
6106 N. 30th Street
Arlington, Virginia 22207
(state councils composed of organizations of handicapped people)

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 West Ogden Avenue
Chicago, Illinois 60612
(state and local affiliates)

NATIONAL PARAPLEGIA FOUNDATION
333 N. Michigan Avenue
Chicago, Illinois 60601
(state and local chapters)

NATIONAL REHABILITATION ASSOCIATION
1522 K Street NW
Washington, D.C. 20005
(state chapters)

PARALYZED VETERANS OF AMERICA
7315 Wisconsin Avenue, Suite 301W
Washington, D.C. 20014
after November 15, 1977:
4330 East West Highway, Suite 300
Washington, D.C. 20014
(state and area chapters)

PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
1111 20th Street NW
Washington, D.C. 20036
(Governor's Committees in states and Mayor's Committees
in many cities)

SIU

What is APPA?

The Association of Physical Plant Administrators of Universities and Colleges, founded in 1914, is among the oldest associations serving higher education. Its purposes are: To develop and maintain high standards in the administration, care, operation, planning, and development of the physical plants of its member institutions; to promote professional ideals and standards to better serve the objectives of higher education; and to engage in related activities.

APPA established its international headquarters in 1972 in Washington, D.C., to facilitate the communications process for the physical plant community. Since that time APPA's rapid growth has consistently reflected the high esteem it commands among educational associations for its role in addressing the common and unique needs of college and university physical plant departments. In keeping with its defined purposes, APPA supplies its members with a broad range of educational opportunities through meetings and workshops, special and recurring publications, and other activities. It provides a central clearinghouse for the sharing of valuable information, the discussion of common problems, and generally contributes to the mutual professional growth and development of physical plant directors and their staffs.

Services and Activities

- APPA REFERENCE MANUAL
- APPA NEWSLETTER
- APPA TECHNICAL PAPERS
- SPEAKERS BUREAU
- CONSULTANTS FILE
- SPECIAL WORKSHOPS/SEMINAR
- ENERGY HOTLINE
- ANNUAL MEETING
- RESEARCH AND SURVEYS
- JOINTLY SPONSORED ACTIVITIES
- SPECIAL PROGRAMS
- GOVERNMENTAL RELATIONS
- HIGHER EDUCATION ADMINISTRATION REFERRAL SERVICE

The Association of
Physical Plant Administrators
of Universities and Colleges

11 DUPONT CIRCLE
SUITE 200
WASHINGTON, D.C. 20036
(202) 34[illegible]

Acknowledgements

Program Advisory Committee

APPA
- Thomas Lillis, Chairman, Gallaudet College
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- Charles Seaver, Wright State University

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- Henry Beasley, President NCBFE, Gallaudet College
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- John Lancaster, Paralyzed Veterans of America

Special Consultant and Author
- Margaret Milner
- Director of Programs
- National Center For A Barrier Free Environment

Association of Physical Plant Administrators of Universities and Colleges
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